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Final MA Portfolio

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PROFESSIONAL WRITING & RHETORIC PORTFOLIO

Danielle R. Mehlman-Brightwell
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A Final Portfolio

Submitted to the English Department of Bowling Green
State University in partial fulfillment of
the requirements for the degree of

Master of Arts in the field of English
with a specialization in Professional Writing and Rhetoric

May 4, 2018

Dr. Gary Heba, First Reader
Dr. Bill Albertini, Second Reader

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During my undergraduate years, I was drawn to both communications and English and as a result, decided to double major. Playing around with white space, typography, graphics, and design is something that I enjoy. I knew that with both degrees, I would have an understanding of design as well as would be able to write effectively and persuasively. I was not aware of the technical writing field at that time. When I discovered that Bowling Green State University had an MA in English with a specialization in writing and rhetoric I knew that this degree would bridge both of my passions. This program has helped me to become versatile in theory and practice as well as in English teaching, literature, and rhetoric.

My main goal in pursuing this degree was to gain skills that would prepare me for Ph.D. coursework and research as well as use what I have learned in my classroom. In this program, I have successfully completed multiple essays and projects through the process of effective research. Additionally, I have developed strong writing and data analysis skills. This background in research has also familiarized me with research methodology, statistical knowledge, and knowledge of APA and Chicago Manual of style. This program has helped me obtain better research skills, and effective communication skills through the collaboration with others. My schooling, teaching experiences, and research have prepared me with the necessary tools to excel and succeed as a Ph.D. student.

On account of my teaching experiences and previous research, my research interests center on how visual information is processed. However, my research interests have expanded as I explored new ideas as a graduate student. Because of my experiences of teaching students who are struggling, incarcerated, or English language learners and my research on best methods of teaching grammar and writing, I am now interested in researching how to teach grammar and writing simultaneously through visual literacy. Additionally, I have a strong interest in learning

about different statistical and methodological approaches to analyzing the relationship between visual processing, motivation, and achievement. I know that as I continue to grow academically and expose myself to different, more specific areas of English and communication, my research interests will also continue to grow and evolve in conjunction. By attending Bowling Green State University, this had led me to want to continue my education by conducting my own research.

The projects for this portfolio were selected based on my interests and my professional growth. I completed project one titled “Student Training Manual” in ENG 6400 under the guidance of Dr. Gary Heba. This course provided me with the necessary skills for becoming a technical communicator. The foundational skills learned included: problem-solving strategies, proposing and budgeting projects, performing user, needs and task analyses, document planning, structuring large-scale documents, designing and formatting documents, creating graphics, usability testing and evaluation, presenting technical information in oral, written, and electronic forms, and to research and present a literature review on one topic in technical communication.

I created a new training manual for student workers of the McCann Learning Center at Bethany College. The document was created as a functional module by assembling information into one usable manual, which was divided into three parts: note takers, content tutors, and writing tutors. While designing this manual, my goal was to make note taking and tutoring easier for student workers to learn, so they know how to be note takers or tutors. In addition, I included extra resource materials on MLA, APA, and Chicago formatting for easy reference for tutors.

I considered who the audience was while writing and designing this manual. The audience is knowledgeable about their content area but will need training on how to tutor and

take notes. The audience is women and men, between the ages of 18 and 22. The audience is mostly middle class, with at least 15 undergraduate hours. Specific needs and interests that are addressed in the manual include: note takers, content tutors, writing tutors, as well as, code of ethics, general tutoring tips and techniques for each role, and learning styles.

The audience will learn that their skills and work will help students at Bethany College in the areas of note taking and tutoring. The gateway courses that have the highest fail rates will have tutors and note takers in those classes. The goal is to keep students enrolled in these gateway courses and have them pass with at least a “C,” so they’re able to move onto the next course. The note taker and tutors will help with the retention issues in the gateway courses.

I revised this document by adding content. I moved the “Welcome” for writing tutors and content tutors as the first point. In addition, I added Bloom’s taxonomy of questions as examples for writing tutors and content tutors.

The second project is my editing portfolio; I created this in ENG 6420. Dr. Gary Heba taught me about the English language and the structures of professional documents. I learned a variety of editing approaches and applied editing principles to different types or genres of professional documents. I improved my communication skills by effectively working with authors about ways to incorporate my editing suggestions. I developed an editing policy and became familiar with Chicago Manual of Style through compiling my own editing portfolio.

I revised this document by first changing “Document Resume” to the title of the editing documents. I also switched the organization of the content to help make the portfolio flow better by moving the edited documents before the editing charts.

The third example in my portfolio is my technical writing teaching portfolio in which I created in ENG 6470 under the direction of Dr. Gary Heba. This course taught me to design and

develop the skills for teaching technical writing classes. I was taught current rhetorical theories and approaches to the teaching of technical writing, and how it differs from other types of writing. This course examined available instructional texts, critiqued syllabi and common writing assignments in technical writing classes, provided me the opportunity to develop my own technical writing syllabi and assignments which included methods of assessing technical writing assignments. In addition, this course prepared me to create and teach my own technical writing classes.

I revised this document by looking at my feedback. I changed the assignment details from a word count to pages. I also added a cover page and deleted the header with Bowling Green State University class information.

My fourth project in my portfolio is my research paper, which I wrote in my ENG 6220 course. My research paper, under the direction of Dr. Carter Wood, examined effective pedagogy on how to teach traditional grammar and writing cohesively. Research from the 1960s argues that grammar instruction that is separate from writing instruction does not improve students' writings. I focused on bridging theory to practice by making connections between theoretical concepts and classroom lessons by answering the question "How does theory influence practice?" I examined research by Connie Weaver, Don Killgallon, and Harry Noden among others. I took what research suggested on how to teach grammar and applied those techniques to my classroom. For example, while teaching narrative writing, I had students read "Fish Cheeks" by Amy Tan and examined word choices and syntax. Students began to imitate sentence structures and use stronger word choices through an in-depth study of Tan's work. This research led me to the conclusion that grammar is most effective if taught in the context of writing and in layers.

Overall, I believe that this program prepared me with the best training, which is critical to becoming a successful professor, researcher, and author. For that reason, I plan to continue my education by fully dedicating myself to my next phase—English doctoral student.

Bethany College
MCCANN LEARNING CENTER
Student Training Manual



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2. Introduction

Welcome to the McCann Learning Center!

This document aims to provide information, guidance, and training for the McCann Learning Center student workers.

All the information that is needed for the following job roles: note taking, content tutoring, and writing tutoring are outlined.

The document contains the job duties, techniques/tips, and procedures of each role.



3. Mission of the McCann Learning Center

The mission of the center is three-fold:

1. to enhance the learning skills of all students
2. to transform the learning experience of students with learning disabilities
3. to support the heightened performance of faculty and staff

Vision

The McCann Learning Center staff strives to maximize academic potential and promote student success and retention in a safe, confidential, and welcoming environment.

Values

Student Workers Code of Ethics

- Student workers will be respectful, encouraging, and punctual.
- Keep tutees name and work confidential and maintain accurate tracking information.



4. Location

The McCann Learning Center, located on the main level of Cramblet Hall, provides a welcoming place for the members of the Bethany community to enrich their learning and teaching skills.

Hours of Operation

Monday	8:00 AM - 4:00 PM 4:00-8:00 PM	in TWC in Library
Tuesday	8:00 AM – 5:00	in TWC
Wednesday	8:00 AM – 5:00	in TWC
Thursday	8:00 AM – 5:00	in TWC
Friday	8:00 AM – 4:00 PM	in TWC



5. Note taker

The definition of note taker is a full-time student at Bethany College who takes notes for another student that has been approved by McCann Learning Center director. Instances of approval for a note taker are those who have received accommodations in high school with 405 plan or IEP plan, broken hand/wrist, etc.

Effective Note Taking Techniques & Tips

- Take notes in black or blue ink only.
- Write on lined paper.
- Avoid highlighting content.

Procedures

1. After a note taker request form is filled out by the note taker requester and turned in and approved by the director, a note taker will be assigned to a class section.
2. If you are sick and cannot attend the lecture, please notify the director before the class starts.
3. Notes are to be scanned and submitted to the McCann Learning Center director twice weekly before Fridays at 4:00 PM. Notes may be handwritten neatly or typed.
4. Pay sheets with logged hours are due every two weeks to the director by 4:00 on Fridays.

6. Content Tutor

A Content Tutor is a full-time Bethany College student who will provide academic assistance to students one-on-one or a small group setting enrolled in selected courses by offering regularly scheduled out-of-class study sessions throughout the term; to assist in the collection and reporting of various data regarding selected courses.

Qualifications

- Junior or senior standing at Bethany College.
- An overall GPA of 4.0 (on a 4.0 scale) is preferred.
- A grade of 4.0 (on a 4.0 scale) in the selected courses is preferred.
- Content competency is required.
- Good interpersonal and communications skills are required.

Effective Content Tutoring Techniques & Tips

- Welcome your tutee(s); identify the task by probing questions; break the task into segments; identify tutee's thought process; help the tutee understand/use information sources like textbooks, handouts, notes, etc.
- The tutor's job is to help students to learn and problem solve on their own. Tutors do not just give students answers; rather, they are ready to help the student begin to make progress towards a solution.
- Encourage tutees to master techniques that will help them to become efficient learners. Poor use of time and lack of good study habits are major shortcomings.
- If you are unsure of an answer, do not guess. Be willing to research the matter and get back to your tutees at the next session.
- Make the dialogue conversational and try to use Bloom's taxonomy to form questions.

Level 1 (knowledge) verbs to use: tell, list, describe, locate, and name

Level 2 (comprehension) verbs to use: explain, interpret, compare, and discuss

Level 3 (application) verbs to use: solve, show, examine, and classify

Level 4 (analysis) verbs to use: analyze, compare/contrast, and distinguish

Level 5 (synthesis) verbs to use: propose, formulate, design, and compose

Level 6 (evaluation) verbs to use: judge, select, decide, argue, and justify

Procedures

1. After a tutor request form is filled out by the tutee and turned in and approved by the director, a content tutor will be assigned to a class section or subject after a one hour training session is completed.
2. If you are sick and cannot attend the tutoring session, please notify the director before the class starts.
3. Tutoring hours vary. See the director for specifics on hour(s), location, and duration.
4. Pay sheets with logged hours are due every two weeks to the director by 4:00 on Fridays.

7. Writing Tutor

A Writing Tutor is a full-time Bethany College student who will provide academic assistance on papers to students one-on-one or in a small group setting; to assist in the collection and reporting of various data regarding.

The Writing Center is available to assist students with the writing process from generating ideas through publishing products. The professionals and student writing assistants who staff the Writing Center are committed to providing students with the support necessary to become competent writers. The Center is also a place where students can informally share their writings with other students.

Job Role of a Writing Tutor

The McCann Learning Center supports a productive writing process but cannot ensure students produce grammatically-perfect or completely error-free writing instead the tutor should focus on the following:

- Does the draft meet the writing objectives/assignment?
- Does the writing have a thesis?
- Is the thesis statement supported with enough facts, statistics, examples, etc.?
- Is the essay organized?
- Does the writer avoid stylistic problems like formal/informal word choice or wordiness?

Writing tutors discuss with tutees about their thesis statements, supporting sentences, references internal/external, transitions, format, plagiarism, etc.

Effective Writing Tutoring Techniques & Tips

- Instead of editing papers, writing tutors discuss with tutees about correctness and help them to discover ways to proofread their own work. This helps

students to understand the mechanics behind their errors and apply the corrections to future writing assignments on their own.

- Engage in conversations that lead a writer to discover what else can be said and other ways to say it. Conversations help to prompt thinking without co-writing papers.
- Some questions asked may be about the context the tutee is writing in or questions may be asked to get a feel about how the tutee feels about his/her writing. The tutor could ask the tutee what he/she should focus on (content, development, formatting, mechanics, usage, and/or grammar).

Procedures

1. After a tutee, fills out a request form at <http://www.mccannwritingcenter.appointy.com>. Check your appointments by logging in.
2. If you are sick and cannot attend the tutoring session, please notify the director before your shift starts.
3. Email the times you are available for tutoring hours. Tutoring hours may vary. See the director for specifics on hour(s), location, and duration.
4. Pay sheets with logged hours are due every two weeks to the director by 4:00 on Fridays.

Writing Tutors Hours

Monday	8:00 AM - 4:00 PM 4:00-8:00 PM	in TWC in Library
Tuesday	10:00 AM – 3:00	in TWC
Wednesday	11:30 AM – 3:30	in TWC
Thursday	10:00 AM – 3:00	in TWC
Friday	11:30 AM – 1:00 PM	in TWC

8. Appendix

MLA Guide

<https://owl.english.purdue.edu/owl/resource/747/01/>

APA Guide

<https://owl.english.purdue.edu/owl/section/2/10/>

Chicago Manual of Style

<https://owl.english.purdue.edu/owl/section/2/12/>

Danielle Mehlman-Brightwell's

EDITING PORTFOLIO



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DANIELLE MEHLMAN-BRIGHTWELL'S RESUME

1231 Willowbrook Dr. • Washington, PA 15301 • Phone: (740) 827-3672 • E-Mail: Mehld25@aol.com

Objective: To obtain a freelance an editing position.

Education

Master of Arts in English	Bowling Green State University	Bowling Green, OH	expected to graduate May 2018
<ul style="list-style-type: none">Emphasis in professional writing and rhetoricEditing portfolio includes: memo, webpage, proposal, and handbook			
Master of Arts in Education	Muskingum University	New Concord, OH	May 2010
<ul style="list-style-type: none">Reading specialist Ohio certification grades K-12 in readingPracticum at Zanesville City Schools reading program grades K-2			
Bachelor of Arts in English	Wheeling Jesuit University	Wheeling, WV	May 2007
<ul style="list-style-type: none">Attained Bachelors of Arts in Communications with an emphasis in MarketingEditor of Student Newspaper <i>Cardinal Connection</i> 2006Editor of Literary Magazine <i>Jewelweed</i> 2005			
Teaching Certification	Wheeling Jesuit University	Wheeling, WV	May 2008
<ul style="list-style-type: none">Certification in English/Language Arts grades 7-12 in Ohio and 5-12 in West Virginia.Completed Student Teaching at Wheeling Park High School and Bridge Street Middle School in 2008Practicum at Mount de Chantel preschool program in 2005			
Continuing Education Practicum	Mayerson Academy	Cincinnati, Ohio	July 2014
<ul style="list-style-type: none">Completed RDG 591 Orton-Gillingham Multisensory Reading Practicum 1Practicum at Everest Academy Cincinnati Public SchoolsTutored students using Orton-Gillingham lessonsTraining in the phonology, orthography, and structure of the English language			

Experiences

Learning Specialist & Writing Instructor	Bethany College	July 2016 – present
<ul style="list-style-type: none">Facilitator of developmental writing courses.Support students with different learning styles by providing intervention and remediation in the PASS program.Differentiates instruction as needed in content, process, product, and environment.		
Adjunct Professor of Developmental English	Ohio University Eastern	Aug. 2015 – July 2016
<ul style="list-style-type: none">Facilitator of developmental reading courses.Used instructional technology to enhance pedagogical technique.Focused on active reading and study reading techniques such as: summarizing main ideas, organizing textbook content, understanding inference and point of view, adjusting reading rate, expanding vocabulary, and developing critical thinking skills.		
Assistant Professor of English	Belmont College	May 2010 – July 2016
<ul style="list-style-type: none">Facilitator of twelve sections of Composition 1 courses. Focused on fundamentals of rhetoric and writing academic essays: standard expository writing utilizing narrative, descriptive, evaluative, and persuasive strategies, taught in a computer-lab setting, emphasizing revising and rewriting.Facilitator of developmental education courses in reading and writing, Interpersonal Communications, Oral Communications, Freshmen Year Experience, and Business Writing.		

- Implemented varied strategies and differentiated assessments in order to accommodate diverse needs of students who were transitioning from high school or working careers.
- Taught continuing education credit classes to daycare workers in how to teach reading to children ages four and up using multi-sensory reading techniques.

High School English Teacher *Jefferson County Educational Service Center* **June 2008 –present**

- Taught English/LA1, English/LA2, English/LA3, English/LA4, Short Stories, Greek Mythology, and Poetry to grades 7-12. The curriculum is fully aligned to Ohio Academic Content Standards, which are rooted in the National Standards. Certified to teach reading grades K-12 in Ohio.
- Effectively maintained interest by providing an interactive atmosphere online, enabling students to significantly hone learning skills by responding to intervention.

Student Success Center Assistant/Tutor *Belmont College* **May 2014–July 2016**

- Provided tutoring to students in Composition 1/developmental writing; focused on thesis statement, support, organization, revising, and editing.
- Offer assistance with developing study strategies and reading skills. Perform reading assessments and Gardner's Multiple Intelligence Theory assessment.
- Work with the tutee to develop a tutoring plan that fits the student's individual needs to ensure academic development.
- Experience in working with dyslexia.
- Proctor and administer exams and certification testing.

Research, Awards, & Skills

Master's Thesis *Department of English Education,* **Muskingum University** **2009-2010**

Thesis "Differentiated Instruction in English Class" Advisor Dr. Polly Collins

Examined publications of differentiated instruction in language arts classes; focused on strategies, complex instruction, grading, and the process of differentiated instruction.

Grant

eTech Ohio, "Podcasting for Assessment" \$2,000. April 2011

Honors and Awards

- Teach Grant, *U.S. Department of Education* 2010-2015
- Campus Teaching Award, *West Virginia Business College* 2013
- Dorothy Day Award, *Wheeling Jesuit University* 2007

Professional Membership

- National Council of Teachers of English (2007- present)
- Reading Education Association (2010-present)
- Kappa Delta Pi (2010)

Presentations

- "College Success" speaker. *Belmont College* 2015
- "Invitational Education" speaker and organizer. *Muskingum University* 2012

Professional Interest

- Research on teaching grammar and writing simultaneously.
- Interested in teaching Composition 1 and English Education courses.

Skills

- Talent for integrating thematic units, cooperative learning projects, and class discussion to generate independent thought, improved reading and writing skills.
- Proficient at tailoring lesson plans to incorporate students' diverse learning styles, interests, and capture their attention and imagination.

References

- Dr. Mary Kakascik, Belmont College, former Student Success Center Coordinator, (740) 632-0953
- Debbie Montgomery Belmont College, Community Education and Professional Development Coordinator, (740) 695-9500
- Heather Taylor, Bethany College, Director of McCann Learning Center, (304) 829-7408

EDITING POLICY

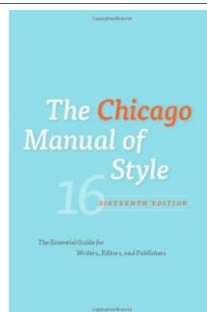
A. MY EDITING OBJECTIVES

I hope to accomplish the following during the edit:

- Grammatically correct, logically organized, and clearly expressed
- Conforms to good writing standards
- Adheres to appropriate guideless and publications specifications
- Is editorially consistent within a library
- Contains only approved terminology
- Meets the requirements of the customer

B. STANDARDS AND GUIDELINES I USE

The editing process involves checking and correcting the manuscript's English language by using The Chicago Manual of Style. I will focus on correct spelling, vocabulary, grammar and punctuation, rephrasing, revising sentence structure, eliminate repetitions, ensure continuity, improve word choice as well as adjusting the style to make it consistent and logical and conform to a chosen standard.



C. MY EDITING PHILOSOPHY

is to build a trusting relationship and to offer suggestions on how to make your writing clear and concise.

D. TYPES OF DOCUMENTS I EDIT

- Books
- Reports
- Proposals
- Grants
- Brochures
- Memos
- Websites

I do not edit the following:

- Resumes
- Personal documents
- Letters

E. EDITING SCHEDULE

New information	Major Revisions	Revised information with minimal changes	Minor Revisions
Outline	Before Review	Draft	Before or During Review
First Draft	Before or During Review	Final draft	Before CRC (quick check)
Second Draft	Before or During Review		
Index	Before Final Draft		
Final Draft	Before CRC (quick check)		

F. EDITING TIMELINE FACTORS

The following information is needed to determine how much time I need to edit:

- Page count
- Previous editing
- Audience information
- Degree of editing (high level verses detailed)
- Type of information
- Draft level

G. AUTHOR'S EXPECTATIONS

- Documents must be provided in a soft copy format.

The following is expected before submitting document to be edited:

- Is proofed
- Is check against publication checklists
- Adheres to consistency guidelines
- Is complete for its draft stage
- First draft is 80-90% complete
- Second draft is 100% complete

H. COPYEDITING

Shall consist of reading the manuscript thoroughly, noting all types of errors such as:

- typing mistakes
- missing words

- punctuation
- capitalization
- checking the manuscript with regard to consistent use of abbreviations
- correct documentation of references
- checking the manuscript for its layout such as: headlines, paragraphs, and illustrations etc. for their correct dimensions and placement

I. COMPREHENSIVE EDITING

Shall consist of reading the manuscript looking thoroughly, picking up all types of errors.

Focusing on:

- style
- tone
- diction
- sentence structure
- organization
- visual design
- illustrations

J. POST EDITING

After the edit, the editing comments and suggestions will be communicated in an informal conference meeting or Skype meeting.

- You will receive all comments via email two days prior to our meeting.
- My comments are merely suggestions; it is up to you, the author, to decide the final changes.
- All editing comments are confidential.
- I will keep all comments 30 days after the informal conference meeting.

K. EDITING AGREEMENT FORM

Today's Date: [Date]

Client's Information

Last Name	First name	Middle name
-----------	------------	-------------

Address

Email	Phone	Fax
Date Submitted	Date Due	Length of pages

"Basic Copyediting"

<input type="radio"/> Yes <input type="radio"/> No	typing mistakes
--	-----------------

<input type="radio"/> Yes <input type="radio"/> No	missing words
<input type="radio"/> Yes <input type="radio"/> No	punctuation
<input type="radio"/> Yes <input type="radio"/> No	capitalization
<input type="radio"/> Yes <input type="radio"/> No	checking the manuscript with regard to consistent use of abbreviations
<input type="radio"/> Yes <input type="radio"/> No	correct documentation of references
<input type="radio"/> Yes <input type="radio"/> No	checking the manuscript for its layout such as headlines, paragraphs, and illustrations etc. for their correct dimensions and placement

"Comprehensive Editing"	
<input type="radio"/> Yes <input type="radio"/> No	style
<input type="radio"/> Yes <input type="radio"/> No	tone
<input type="radio"/> Yes <input type="radio"/> No	diction
<input type="radio"/> Yes <input type="radio"/> No	sentence structure
<input type="radio"/> Yes <input type="radio"/> No	organization
<input type="radio"/> Yes <input type="radio"/> No	visual design
<input type="radio"/> Yes <input type="radio"/> No	illustrations
<input type="radio"/> Yes <input type="radio"/> No	cultural edit
<input type="radio"/> Yes <input type="radio"/> No	legal and ethical edits

Additional Information	
<input type="radio"/> Yes <input checked="" type="radio"/> No	Is online editing acceptable?
Estimates of time hours _____ working days _____	
Milestone Dates	
Handoff Date	

This estimate is based on document specifications and editing tasks as shown here. It is binding only so long as the specifications and editing tasks remain constant and the document is available for editing on the date cited. Any changes will require a new estimate.

Signature _____

Date _____

Sample 1: Spring Memo

Client: Ohio University Eastern, Dr. John Prather, Faculty Chair

Audience: adjunct and full-time professors employed at Ohio University Eastern

Purpose

- To provide faculty members with classroom procedure policies such as: creating a syllabus, entering grades on Blackboard, keeping track of attendance, reporting academic dishonesty, and reporting class cancellations.
- To provide faculty members with proper instructor protocols such as: office hours, faculty absences, midterm evaluations, photocopying, classroom changes, and donating to the flower funds.
- To inform faculty of procedures for students who want to take an independent study.

Editing Performed

- Provided comments on organization, visual design, usability, and style to make the memo more effective.
- Ensured language aligned with the document's purpose.
- Provided specific comments on grammar, usage, and mechanics.
- Consulted Rude and Eaton's book on *Technical Editing*, specifically, "Comprehensive Editing" for reference.

Value Added

- Added value of being a faculty member of Ohio University Eastern
- Provided information about protocols of classroom procedure policies and proper instructor protocols
- Organized information to flow logically

Sample 1: Editing

Opening Memo: Spring Semester 2017

I. Important Dates:

Syllabus: Required to be distributed at first meeting of class. During the first week, the syllabi should be submitted to the Faculty Chair, either in hard copy, or electronically on the shared drive I:\FACULTY\Faculty\Syllabi\2016\Spring. Electronically, use the format MATH 1200 - Prather.

First day of classes: January 9

Adding a class or Dropping a class without a grade: Must happen by January 20.

Students need instructor's permission to add after the first week.

Drop date: March 24 (if after first Friday of second week, student will receive a WP or WF)

Holidays and other days without classes: No class on Monday, January 16 (Martin Luther King Day), or Monday-Saturday, March 6-11 (Spring Break)

Student Evaluations: All classes of more than 4 students must conduct evaluations during the last three weeks of class.

Final Exam: A final or some other method for bringing the class into focus must be given during the final exam week, April 24-April 29. All classes must follow the established Final Exam schedule which will be available through the Eastern Campus website (<http://www.ohio.edu/regional/finalexamschedule.cfm>) Exceptions to these dates must be approved by the Faculty Chair.

Grades due: Wednesday, May 3rd at noon.

II. Syllabus:

The syllabus is a contract with the students, and cannot be modified without all students' consent. The Faculty Handbook requires that the syllabus provide students with the certain information:

The Faculty Handbook states:

Information Given Class at First Meeting:

1. Before or at the first meeting of the class, the instructor shall provide a syllabus, which can be in electronic form, and which also provides students with the following information: The instructor's name, the call number, the descriptive title, and the catalog number of the course;
2. The intended learning outcomes or objectives upon successful completion of the class;
3. The basis for grading in the course;
4. A statement of the instructor's attendance policy (see Section IV.B.3)
5. A statement of the instructor's policy on academic misconduct that either refers to a policy approved by the academic unit or college or that includes the following:

Commented [MD1]: Remove comma after "copy,"
copy

Commented [MD2]: Add the word "the"
the second

Commented [MD3]: spelling error "Handook"
change to
Handbook

Commented [MD4]: Add an "s" to "provide"
provides

- a. A definition of academic misconduct if the field requires a more specific definition of academic misconduct than the one found in the student Code of Conduct (see Section VIII.F);
 - b. A list of the range of sanctions that the instructor might implement in the case of academic misconduct;
 - c. A statement that students may appeal academic sanctions through the grade appeal process;
 - d. A statement that University Judiciaries may impose additional sanctions.
6. An explanation of policy relative to absences consistent with the student regulations as given in the Undergraduate Catalog and reproduced herein (see Section VIII.C).
 7. In order to protect the instructor's intellectual property, it is suggested that the following statement **appear** in the syllabus: "The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of (instructor's name) on this date (give date)."
 8. Information regarding accommodations in course work and assessment for students with a disability, and available resources offered by the Office of Student Accessibility Services. It is suggested that the following statement appear in the syllabus: "Any student who suspects s/he may need an accommodation based on the impact of a disability should contact the class instructor privately to discuss the student's specific needs and provide written documentation from the Office of Student Accessibility Services. If the student is not yet registered as a student with a disability, s/he should contact the Office of Student Accessibility Services."

In addition to this information, faculty must also provide textbook information. This information may also be included in the syllabus. The language from the Faculty Handbook IV.A.6 states:

6. Texts

Textbooks should be ordered through the appropriate departmental and university procedures. In order to allow students time to look for affordable copies, (see <http://www.ohio.edu/registrar/info/textbook/HEOASection112Textbook.pdf>) each instructor should provide in a timely manner information about author, title, edition, ISBN and approximate price of each textbook to be entered for each course listed in Course Offerings on the Registrar's website, (<https://webapps.ohio.edu/textbook>). Individual faculty members are not permitted to sell textbooks or text materials to students. Text materials prepared by faculty may be duplicated in accordance with applicable copyright laws by local bookstores and duplication services; and these materials may be sold only at cost or with a reasonable royalty to the faculty member(s). Royalties accrued to faculty members for these materials should be reviewed by appropriate departmental committees.

III. Grading

You must convey to students in the first class, as part of your syllabus, how you will evaluate them. This can range from a simple listing of requirements to a detailed breakdown of each grade/point. You must also include your policy for make-up work (tests, quizzes, etc).

IV. Attendance/Absence Policy

If you count attendance and/or participation as part of the grade, it must be stated in the syllabus. You must state your policy for absences relative to required work.

Commented [MD5]: add an "s" to "appear"

The plural verb **appear** does not appear to agree with the singular subject **the following statement**.

appears

Commented [MD6]: change "6" to "9"

Commented [MD7]: remove semicolon and replace with a comma

The coordinating conjunction **and** should be preceded by a comma, not a semicolon.

services, and

Commented [MD8]: add a period after "etc"

etc.).

V. **Academic Dishonesty Policy**

Please include on your syllabi a statement regarding academic dishonesty. It is important that you report to the Faculty Chair EVERY INCIDENT of academic dishonesty so that it can be documented. Also, you can use www.Turnitin.com

VI. **Office Hours**

It is important to keep your office hours and appointments. It also helps if you post your office hours on your office door. It is especially important for part-time faculty to arrive early or stay later to be available for student questions.

IX. **Faculty Absences**

The instructor is expected to meet all classes for which he/she is scheduled. Absence forms are to be filled out. This includes those instances (for example: attendance at a conference) in which arrangements have been made with the class to miss a session and to make it up at another time. A "Request for Sick Leave Form" must also be completed in case of illness. Forms can be obtained from the Faculty Office (Room 305) and are **MANDATORY**.

If you are unable to attend class, you need to call the FACULTY OFFICE.

X. **Cancellation of Classes**

In the event of an emergency or for weather related reasons, classes at Ohio University Eastern may be cancelled or delayed. Announcements to that effect will be made on local TV and radio stations. You may also get updated information by calling the Switchboard (740-695-1720 or 800-648-3331).

If the instructor is unable to make it to class, he/she is to contact the Faculty Office (or the main switchboard). If possible, he/she should also send an email to the class list, with a copy to the Faculty Chair (prather@ohio.edu). An official notice of cancellation of classes will be posted **in** the classroom door on official university letterhead. Every effort will be made to contact students either by phone or via university email. Please note also that every instructor has access to the class list and an email can be sent to the class as a group. By no means should a handwritten note be placed on the door or a note not on university letterhead be accepted by students as valid.

Commented [MD9]: change "in" to "on"
posted on the

XI. **Midterm Evaluations**

Please remember to give some kind of evaluation before the drop date so students can adequately assess their progress in the course and make a decision about dropping before it is too late. Even if you have not given a major exam or midterm (and return the grades), be prepared to give students some feedback as to their possible final grade if there is **concern**.

Commented [MD10]: add the article "a" in front of
"concern"
a concern

XII. **Photocopying**

To reduce costs, please try to minimize the number of copies that you make. By default, all faculty and staff have a 4,000 copy limit put into the machines (2,000 copies for each machine). This limit can be increased, if necessary. To reduce the number of copies,

materials for students can be placed on Blackboard or sent via e-mail. The bookstore will print and sell larger booklets. If you have booklets for your class, provide the original to the bookstore.

XIII. Administrative Assistant to Faculty Duties

Material to be typed should be submitted one week prior to when needed. Emergencies should be rare! Only if everyone cooperates, can an occasional last minute request be taken. Material submitted will be prioritized (i.e., exams take priority over letters).

XIV. Term Papers

Term papers turned into the faculty office will be stamped and placed in the mailbox of the faculty member it is intended for. If this is unacceptable to you, please inform your class that you will not accept papers unless turned into you personally/directly.

XV. Changes in Classes

The schedule for the Semester with its published change sheet, cannot be changed without approval. No change can be made in classroom times taught, days taught, length of class, or ANY other change without notification to the Faculty Chair's Office. Class time cannot be shortened except through a blended format, pre-approved by the Dean.

XVI. Arranged/Independent Study Courses

Arranged/Independent Study Courses are designed to enable a student to:

- a) Examine a topic in-depth
- b) Take a course that is not offered on the campus, (especially if the course is not being offered at all throughout the academic year).

Arranged/Independent Study courses are not meant as a substitute to suit a student's or faculty member's convenience. If a course has been or will be offered during one of the semesters in an academic year, it is highly unlikely that an approval to offer the same course as arranged/independent study will be granted. If a faculty member wishes to offer any course as arranged/independent study, please consult the Faculty chair in advance.

XVII. Requisitions

Materials for classes can be ordered through the Faculty Chair's office.

XVIII. Flower Fund

We will be periodically ask you to make a donation. The Flower Fund is meant to show our concern for colleagues and their immediate families (parents, siblings, and children) through times of crisis, hospitalization and loss. Likewise, we also want to share the pleasures such as births and weddings.

Commented [MD11]: To clarify this statement, change "can" to "then"
Remove "Only"
Capitalize "I" in "if"
Add word "may" before "be"

If everyone cooperates, then an occasional last minute request may be taken.

Commented [MD12]: Lower case "s"

semester

Commented [MD13]: Change "in" to "with"

No change can be made with classroom

Commented [MD14]: Remove the word "be"

We will periodically ask

Commented [MD15]: Add a comma after "hospitalization"

Your sentence contains a series of three or more words, phrases, or clauses.

hospitalization,

Sample 1: Client's Report Chart

Editor(s)	Danielle R. Mehlman-Brightwell
document title or description	Opening Memo: Spring Semester 2017
readers and purpose: the situation	<p>Readers</p> <p>The "Opening Memo: Spring Semester 2017" will be presented to full-time and adjunct faculty members.</p> <p>Purpose</p> <ul style="list-style-type: none"> • To provide faculty members with classroom procedure policies such as: creating a syllabus, entering grades on Blackboard, keeping track of attendance, reporting academic dishonesty, and reporting class cancellations. • To provide faculty members with proper instructor protocols such as: office hours, faculty absences, midterm evaluations, photocopying, classroom changes, and donating to the flower fund. • To inform faculty of procedures for students who want to take an independent study.
Evaluation	Objectives
content	Overall, the information seems complete, and comments noting areas of potentially missing information are included in the document margins.
organization	<p>Breaking the information into smaller sections is a good start in organizing the content; however, adding consistent subheadings and page numbers would make the information easier to locate and reference.</p> <ul style="list-style-type: none"> • The content is written in a paragraph style and lacks consistent subheadings and bullets. Perhaps subheadings could be added in section I. • Perhaps information could be moved

	<p>into these subheadings and then bullet information or use A, B, C for easy reading like in section II.</p> <ul style="list-style-type: none"> • On page 3, starting with section “Faculty Absences” the roman numerals are out of order—going from VI to IX. • On page 2, section 6 should be change to section 9 to keep the numbers in order. I would recommend aligning number “9” with “8” to maintain style consistency. • Consider adding page numbers to help when referencing.
visual design	<p>Visually, the content is written in an outline form; however, there were some formatting inconsistencies that should be addressed.</p> <ul style="list-style-type: none"> • The font used is Times New Roman. Consider changing to a serif font for the text and keep the san-serif font for the subheadings. • Avoid underlining content for emphasis; bold content to make it stand out instead. • Consistently align the headings and subheadings. Some are not aligned with other headings. • If this form is being sent digitally, a suggestion is to hyperlink the memo to the manual digitally within the document for easy referral. • If this is a digital copy, perhaps make the phone numbers hyperlinks like the URLs; this will help professors to be able to call immediately on a smart phone or using Google phone.
style	<p>The writing style has a formal tone, yet some errors were made in word choice.</p> <ul style="list-style-type: none"> • Some of the words should be revised to increase clarity; recommendations are noted as comments in the margins. • Some preposition words are used incorrectly recommendations are noted as comments in the margins.
illustrations	No illustrations were needed in this document.

<p>grammar, punctuation, mechanics</p>	<p>Grammar, punctuation, and mechanics recommendations were noted in the document margins as comments. Some common issues include the following:</p> <ul style="list-style-type: none"> • Sentences containing a series of three or more words, phrases, or clauses should have commas between each item. • Misspellings of words. • Missing articles “the” and “an.” • Subject/verb agreement errors.
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Sample 2: Part-time Faculty Handbook

Client: Ohio University Eastern, Dr. John Prather, Faculty Chair

Audience: Ohio University Eastern part-time faculty

Purpose

- To provide information to part-time faculty members with classroom procedure policies such as: creating a syllabus, first day agenda, entering grades on Blackboard, keeping track of attendance, reporting academic dishonesty, and reporting class cancellations.
- To provide part-time faculty members with proper instructor protocols such as: office hours, faculty absences, midterm evaluations, photocopying, classroom changes, and donating to the flower fund.
- To inform part-time faculty of procedures for students who want to take an independent study.

Editing Performed

- Provided comments on organization, visual design, usability, and style to make the memo more effective.
- Ensured language aligned with the document's purpose.
- Provided specific comments on grammar, usage, and mechanics.
- Consulted Rude and Eaton's book on *Technical Editing*, specifically, "Comprehensive Editing" for reference.

Value Added

- Added value of being a part-time faculty member of Ohio University Eastern
- Provided information about protocols of classroom procedure policies and proper instructor protocols
- Organized information to flow logically
- Provided information about style consistency within outline and charts

Sample 2: Editing

OHIO UNIVERSITY – Eastern Campus

PART-TIME FACULTY HANDBOOK

The guidelines for Part-Time Faculty on the Eastern Campus are intended to assist part-time faculty on the campus. It is not an official document, and does not form part of your contract. The rights, privileges and responsibilities of the faculty of Ohio University are governed by the statements and bylaws contained in the *Faculty Handbook*.

Compiled originally by the Faculty and Staff Subcommittee of the Long Range Planning Committee, Kay Mansuetto, Chairperson 1991. Last modified by John Prather, Faculty Chair, June 2015.

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Commented [MD16]: Remove comma after “document,”

document

Commented [MD17]: Add a comma after “privileges”

privileges,

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Commented [MD18]:

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Commented [MD20R19]:

M. QUICK LIST OF THE MOST IMPORTANT THINGS TO DO

1. Make sure to give students a syllabus on the first day of class (see later section for required contents). An electronic copy is sufficient for online (or OULN classes), but a hard copy is also recommended for classes that you meet live.
2. Activate and check OU email regularly (at least once per day when teaching or just prior to teaching, and at least once a week when you are not teaching).
3. Meet **C**lasses for the full scheduled meeting times. If you need to cancel a class, notify the switchboard 740-695-1720.
4. Grade and return assignments promptly. Students should be given significant feedback by the halfway point in the semester, and generally a week from the due date is a reasonable amount of time to return graded assignments, or to provide feedback. Final **E**xams must be given during Final Exam Week, and not before.
5. Discuss grades only with the students themselves.
6. In the event of an emergency, dial 911 (or 9-911 from a campus phone) immediately. As soon as practical, notify the Dean's office, or another administrator if that is not possible.

Commented [MD21]: lower case "Classes"

classes

Commented [MD22]: lower case "Exams"

exams

N. HIRING PROCESS

To be hired at Ohio University's Eastern campus, you will need at least a Masters Degree, and it almost always needs to be in the area you intend to teach. Hiring decisions are ultimately made by the Dean of the campus with input from the Division Coordinator, permanent faculty on the Eastern campus in the discipline, if any, and the relevant Athens campus department. The Athens campus departments in particular must approve of all faculty who teach in the disciplines that form their departments.

To apply for a position, you must turn in an updated CV (resume), and copies of graduate transcripts at a minimum. Some Athens departments may require more. Any additional information that you wish to submit is also welcome. The Dean will then review this material to see if there are classes that are appropriate and needed by the campus. Should the Dean think it appropriate, he will submit materials to the Athens department for their approval, and will schedule an interview. At that point, the Dean will decide whether or not to hire you for a particular class. After you are hired, you will be required to fill out standard paperwork, and an OHIO ID will be created for you. This process usually takes a couple of weeks. Once the process is completed, your name can be put on the class, and your OHIO ID and password will give you access to your Ohio email, class roster, course Blackboard site, and other Ohio University resources most of which are linked from the Ohio University Eastern Faculty/Staff webpage quick links.

The current stipend (as of June 2015) for an adjunct faculty member with a Masters degree is \$1000 per credit hour, and is \$1075 for an adjunct faculty member with a Ph.D. These rates do change over time, and assume a "full" class (about 7 or 8 students). Stipends for under-enrolled classes will be pro-rated. You can obviously choose not to teach the class if the stipend is not sufficient. For more information, see the section of this handbook on Contracts and Benefits.

O. THINGS TO DO AFTER YOU ARE HIRED, BUT BEFORE COURSE STARTS

Write Your Syllabus: Before or at the first meeting of the class, the instructor shall distribute a syllabus. In addition, a copy of your syllabus for each course you teach must be deposited with the Faculty Chairperson within the first week of class (you may just email the Faculty Chair, or his/her secretary). **The syllabus is a contract with the students, and cannot be modified without all students' consent.** If changes are made, the Faculty Chair should be notified. Generally, the syllabus should include the topics covered, reading lists and other academic requirements. Consult the Faculty Chairperson if you have any questions. Following the Ohio University Faculty Handbook, the syllabus must include the following information (for more information, see the Faculty Handbook, section IV. A. 3. Sections are given in parentheses):

Commented [MD23]: Add 's

Master's

Commented [MD24]: Remove comma

Commented [MD25]: Add an 's

Master's

Commented [MD26]: Remove comma

Commented [MD27]: Remove comma

Commented [MD28]: Remove comma

Commented [MD29]: Add comma after "lists"

lists

9. The instructor's name, the call number, the descriptive title, and the catalog number of the course;
10. The intended learning outcomes or objectives upon successful completion of the class;
11. The basis for grading in the course;
12. A statement of the instructor's attendance policy (see Section IV.B.3)
13. A statement of the instructor's policy on academic misconduct that either refers to a policy approved by the academic unit or college or that includes the following:
 - a. A definition of academic misconduct if the field requires a more specific definition of academic misconduct than the one found in the student Code of Conduct (see Section VIII.F);
 - b. A list of the range of sanctions that the instructor might implement in the case of academic misconduct;
 - c. A statement that students may appeal academic sanctions through the grade appeal process;
 - d. A statement that University Judiciaries may impose additional sanctions.
14. An explanation of policy relative to absences consistent with the student regulations as given in the Undergraduate Catalog and reproduced herein (see Section VIII.C).
15. In order to protect the instructor's intellectual property, it is suggested that the following statement appear in the syllabus: "The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of (instructor's name) on this date (give date)."
16. Information regarding accommodations in course work and assessment for students with a disability, and available resources offered by the Office of Student Accessibility Services. It is suggested that the following statement appear in the syllabus: "Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs and provide written documentation from Student Accessibility Services. If you are not yet registered as a student with a disability, please contact Student Accessibility Services at 740-593-2620 or visit the office in 348 Baker University Center."
17. In addition to this information, the Faculty Handbook (Section IV.A.6) requires faculty to also provide textbook information. This information should be included in the syllabus. Below are directions about how to enter this information at Eastern.

Some additional comments about academic misconduct: The highest penalty an instructor may impose is failure of the course, and a referral to The Office of Community Standards and Student Responsibility in Athens. This office could then impose more serious sanctions. In any event, you should always notify the Faculty Chair whenever a case of cheating occurs. A record is kept in that office, and should a "repeat offender" be identified, more serious steps can be taken.

Attendance Policy: As stated above, your attendance policy should be included in the syllabus. In addition, develop a record-keeping method to verify questions of attendance, especially if it becomes necessary to assign a grade of FS or FN (these are discussed in the section on Grading). A registered student who misses the first eighty (or more) minute meeting of a course, or the first two classes if meeting less time, may be denied permission to remain in the class. Should you wish to enforce this policy, contact Student Services. Also, instructors are encouraged to report to Student Services the names of students who are frequently absent.

Commented [MD30]: add a semicolon to keep it consistent with points above

3);

Commented [MD31]: add a semicolon to keep it consistent with points above

policy;

Commented [MD32]: add a semicolon to keep it consistent with points above


sanctions;

Commented [MD33]: add a semicolon to keep it consistent with points above
Remove .
C);

This enables the staff to investigate such cases and correct administrative or registration errors, and to determine what assistance (if any) these students may need in dealing with problems outside the classroom.

Class Enrollments: Class enrollments are generally limited by the size of the classroom. Also, there are minimum enrollments required for full stipend (See Contracts and Benefits section). To check your enrollments, go to the “Faculty and Advising Center,” a link to which can be found on the Ohio University Eastern website under “class list” in the Faculty/Staff Quick Links.

Ordering Textbooks: You may be required to use the text that is used by the Athens Department, or throughout the regional campus system, for certain courses. Questions concerning textbook selection should be directed to the Faculty Chair.

Orders should be placed as soon as possible in advance of the scheduled course offering. Textbooks should be entered into our online text system. To use this system, Log in at <https://webapps.ohio.edu/textbook>. Enter whatever term you want from the drop down box listed under the “term” to the right of the red X. This will bring up a list of your courses. Then click on the green plus button  beside the course. Once you have clicked on that, it will automatically drag your course over to “selected classes” to the right of the page. Then click on “Manage” and this will bring you to the screen where you can add, edit or delete the textbooks. At this point you can add another textbook and this information will be sent to the bookstores once you add the resource. If you just want to see a certain course, in the search box under “class” by the red x, just enter the course (i.e. THAR 5710) and it will bring up this course. The Bookstore will then have access to this information.

When sizable amounts of course material will need to be copied for a class (40 or more copies), they should be turned in to the Bookstore four weeks prior to the semester opening date, or as soon as possible. The materials are then bound into a booklet, which are made available for purchase by your students.

University Email Account: When you are first hired, you will be given a University email account. **Please check this account regularly** as most official communication will come through this account. Students may also contact you through this account. Many student complaints are often accompanied by the statement, “The instructor does not respond to my emails.” Generally speaking, you should reply to student emails within one or, at most, two business days.

Blackboard: The University has a course management system called Blackboard. It has many features which allow class discussions, the posting of documents, and many other items. In particular, it can be used to post your syllabus. Also, there is a “Grade Center” in it which allows students to see how they are doing in the course. You can contact Peter Lim if you need assistance with this.

P. THE FIRST DAY OF CLASS

First Class Session: During the first class, you should verify registration of all students in the class. You may access your class lists by going to the Eastern Campus website, go to “Faculty and Staff,” and then “Faculty Quick Links” where you will see a link to “Classlists.” You should also distribute and go over the course syllabus described below, and begin to cover class content, if time permits.

Room Assignments: Room numbers will be indicated on each semester's class schedule which can be found on the Eastern Campus website. We also try to post them on bulletin boards in the building. All room changes must be made by Nancy Edgar (room 301). Any change in meeting place for a class outside the building must be approved by the Faculty Chair.

Allowing Students into a Closed Class: Unless an instructor objects, if a class is full, a waitlist will be created in our computer registration system. This will automatically put students at the top of list into a course if another student drops it, or if we raise the cap. If you want to raise the cap on your class to allow more students into it, please contact the Faculty Chair. After the first week, if a student would like to be admitted to a closed class, they will ask for a “green slip” which is a petition form. You should not use these to override the cap because that may “jump” a student already on the waitlist, but you may want to use them to override pre-requisites for the class. You must get green slips, and give it to the student. They are available in the Faculty Chair’s office, and in Student Services. In order to be admitted to the closed class, the student must attend the class. The instructor will only accept those petitioning students who are physically present in the class, if space is available. The instructor signs the petition and the student returns it to Student Services who then processes a change order to add the class. You should not sign the petition unless there is space available and the student is allowed to add the course. In particular, you should make sure that the student meets all pre-requisites for the class. You can override pre-requisites, but you should usually not do it without consulting with the Faculty Chair, or a permanent faculty member in your discipline first.

Commented [MD34]: Remove comma after “class,”

It appears that you have an unnecessary comma before the dependent clause marker *if*. Consider removing the comma.

Q. UNIVERSITY/CAMPUS POLICIES

Privacy of Student Records: Both federal law (The Family Educational Rights and Privacy Act of 1974 and amendments, or FERPA) and state law (The Code Section 102) are in effect to insure the security and confidentiality of information used in our operations. Student records at Ohio University are held in trust by the university for the mutual benefit of the student and the educational mission of the university. Therefore, except with the prior written consent of the student (the Consent to Release Education Records form may be used), or as otherwise stated below, no information in any student education record may be released to any individual or organization. In particular, this means that you should not share student grades with anyone other than the student. More than that, you should not post grades outside your office (even if coded), or send grades via email.

Commented [MD35]: Change “insure” to “ensure”
Perhaps ensure would be a better fit for the context.

To *assure* is to tell someone everything's ok, to *ensure* is to make certain, and to *insure* is to protect financially.

The following information is considered public or directory information, and may be published in a university publication or otherwise released: the student's name, local and permanent addresses, local and permanent telephone numbers, university e-mail address, current major program(s), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of enrollment at Ohio University, degrees and awards received from Ohio University, including dates and major programs, the most recent previous educational agency or institution attended by the student, student's "also known as" (AKA) name, student standing and degree level (first year undergraduate, **second year** graduate, etc.), enrollment status (full-time, etc.), including total hours enrolled, by term, primary advisor, expected graduation date, current college and campus, residency status (Ohio resident, out-of-state), admission status (new, continuing, etc.), record hold(s), deceased status.

Should you be unsure about whether or not certain information can be released, please contact the Faculty Chair or the Manager of Student Services before releasing it.

Class Meeting Times and Credit Hours: On semesters, classes are generally expected to meet 55 minutes for each hour of class credit (there are exceptions for lab and similar classes). At OUE, the standard three-hour class will meet twice each week for one hour and twenty minutes. Adjustments are made for classes that are not three credit hours. **The length of class cannot be changed, and classes must meet for the full time allotted.** Classes which meet for more than one hour and twenty minutes have breaks built into the class times. Classes which meet for roughly two hours have a five-minute break scheduled, and classes that meet roughly three hours have a ten-minute break scheduled. You may use this time as you feel it is appropriate. For example, a class that meets from 3:30-5:25 could take a five-minute break at about 4:30. Changes to class meeting times may be made only with the approval of the Faculty Chair.

Feedback, Quizzes and Midterms: Some reasonable method must be used to give students early and periodic indications of their progress by week 10. By this point in the semester, students should have a very good idea of how they are doing. Ideally, they should have some indication of their performance by the end of the 7th week, if not earlier. How a course is assessed, however, is up to the instructor of the course. Students should be apprised of your grading system, and **your grading system must be included in the syllabus** which you will hand out on the first day of class. There is no formal accounting of grades at midterm, but Student Services would like to know about students having difficulty at that time so that counseling or tutoring can be instituted before it is too late (For many students, particularly freshmen, students on probation, or others we are watching, you may be asked to complete a Progress Report during the semester. If you have affected students, you will receive an email to this effect).

Final Exams: There must be a method for bringing the course into focus and for evaluating the students. Typically this is done with a final exam which is given according to the published schedule on the Eastern campus website (links is under "Academics"). A formal final examination, written in class, is required in all classes where a letter grade is given unless the

Commented [MD36]: Add a hyphen between "second" and "year"

second-year

It appears that *second year* is missing a hyphen. Consider adding the hyphen

Commented [MD37]: Add a hyphen between "five" and "minute"

five-minute

Commented [MD38]: Add a hyphen between "ten" and "minute"

ten-minute

Commented [MD39]: Add a hyphen between "five" and "minute"

five-minute

instructor substitutes some other method for evaluating the class. In either case, **final exams and other material to be considered as part of the final exam are not to be administered before the week designated as final exam week**. No classes/lectures, giving new material, are to be held during Finals Week.

Emergencies in Your Class: Should an emergency arise during your class, please call 911 immediately. Should this be necessary, please notify the Dean's office as soon as practical. If that is not possible, notify the Faculty Chair, the Librarian, or the Night Administrator (evenings, see below). In addition, an emergency defibrillator (AED) is available in both buildings on campus. The AED in Shannon Hall is located on the second floor near the entrance closest to the Fitness Center. Fitness Center staff also has access to an AED. Should you wish to be trained on these units, please contact the Faculty Chair.

Other Emergencies and Campus Closure: In the event of an emergency (including such things as intruders) or for weather-related reasons, classes at Ohio University Eastern may be cancelled or delayed. Announcements to that effect will be made on local TV and radio stations. We also have an alarm system on campus, and another system that will send you information on your email account, cell phone or text message depending upon what information you provide to the University. The notification system is called BlackBoard Connect, and if you would like to receive emergency notifications, go to "myhr.ohio.edu." Then go to Personal Information, and under Phone Numbers, add a "Mobile or Cell Number." If you do NOT have a cell number on record with the University, then you may still receive emergency e-mail notifications, but you will not receive text messages to your cell phone. You may also get updated information by calling the Switchboard (740-695-1720 or 800-648-3331).

Cancellation of Individual Classes: Class cancellation by an individual faculty member of his or her class(es) must be cleared in advance with the Faculty Chairperson. If advance notice is not possible, the faculty office must be notified immediately. Notification of students will be the responsibility of the University, but you may also want to email the students. By no means should a handwritten note be placed on the door. Students should only accept a note on university letterhead as valid. For each class cancelled by the instructor, a faculty absence form must be completed. You can get these from the Faculty Secretary. You should arrange to make up any missed material resulting from any cancellations.

Student Evaluation of Faculty: Every instructor is required to have students evaluate his/her course using a standard evaluation instrument. This includes online courses. Courses with fewer than four students are not required to be evaluated. The evaluations are administered by students and are done in the last three weeks of the semester (not during finals). You choose the exact time of the evaluation within this time frame. When you decide to conduct the evaluation, come to the Faculty Chair's office to pick up the form (or the Library for evening classes). You must then leave the classroom while the evaluation is conducted. The student conducting the evaluation will find all of the necessary information in the envelope containing

the evaluations. When the evaluation is complete, **a student must return** them to the Faculty Chair's office, room 305 (or the Library for evening classes).

Faculty Office Hours: Faculty members are expected to make available an amount of time sufficient to meet the advising and consultation needs of our students. You are encouraged to be as flexible as your schedule permits. In any case, please schedule 15 to 30 minutes prior to class time for this purpose, and be willing to stay late if needed. Your office hours should be posted, and included in the syllabus. Also, provide students with a way to contact you when you are not on campus.

Guest Lecturer/Honorarium: It is assumed that part-time instructors accept full responsibility for teaching their classes when they accept their contracts. If there is a legitimate reason for instructors to utilize other individuals to aid in their teaching, such arrangements must be cleared in advance with the Faculty Chair. Honoraria would only be paid in exceptional circumstances, and would have to be approved by the Dean.

Parking: You are allowed to park in the Faculty/Staff parking lot but you must register your car with Student Services and obtain a permit. The tag must be displayed on the mirror or you will be subject to parking violations.

Sexual Harassment: Sexual harassment of students, faculty, or staff is unacceptable. "Sexual harassment" shall be defined as any conduct or activity which imposes a requirement of sexual cooperation as a condition of employment or academic advancement. Specific concerns or complaints regarding sexual harassment should be brought to the attention of the appropriate administrative officer. The offices of the University Ombuds or Institutional Equity may also be consulted or appraised of the complaint. Prompt corrective action will follow any substantiated complaint of sexual harassment. A faculty member may appeal any such disciplinary action through the appropriate grievance procedure.

No Smoking Policy: The use of all tobacco products in any form is prohibited throughout the building. There will be designated smoking areas outside the building.

Faculty Grievance: If a faculty member feels that he/she has cause for grievance, he/she may submit a grievance, in writing, to the Faculty Chair, or, if the grievance is against the Faculty Chair, to the Dean.

R. BASIC SERVICES AVAILABLE TO YOU

Office Spaces, Lounges, Storage: Office space is provided for your use, and is assigned by the Faculty Chair. If you have any material you wish to protect, keep in mind that you may be sharing this office, and that the offices may have to be re-assigned at times. Some materials may be kept in the faculty office. Check with the faculty secretary for other storage options.

There are two lounges on the first floor - one at each end of the building. The 1957 lounge is equipped with food and drink machines. The 1787 lounge is for quiet reading or relaxing. The faculty and staff lounge is located on the third floor, Room 302A. You are encouraged to use this lounge and meet other faculty and staff members.

Mailboxes: Part-time faculty mailboxes are in the Faculty Chair's office (Room 305). All faculty members are asked to check their mailboxes prior to each class. Of course, you should also check your Ohio University email regularly.

Make-up Tests: Make-up tests can be proctored by the staff in the Library. Should it be necessary to give a make-up test, take the test to the front desk in the Library, and fill out the envelope that you are given. The student must then make an appointment with the Library staff to take the exam within the time frame that you establish. After the student has taken the test, you can pick up the test in the Library. This service is also available for students who have documented permission to take more time on at test, or similar accommodations.

Evening Support Services: The Faculty Chair's office is open whenever classes are in session, and is typically staffed at least until 5:00 p.m. Student Services is open until 5:30 p.m. Monday – Thursday (and Fridays until 5:00). The library is open until 8 p.m. Monday – Thursday. In addition, you may call the Night Administrator (see below).

Night Administrator: During the Fall and Spring semesters, there will be a Night Administrator available in the building in the evenings from 5-8:15 p.m. You can reach this individual at (740) 699-2525.

Telephone Messages: Emergency messages for students or faculty will be delivered to the instructor in the classroom. Non-emergency messages will be placed in the faculty member's mailbox or sent to you via email. Please check for your messages.

Library: The Library is located on the first floor of Shannon Hall. The library provides access to books, ebooks, videos, periodicals, and other items through ALICE, the online catalog of the Ohio University Libraries, and through OhioLINK, the consortium of academic libraries in Ohio, and through other databases. Faculty may borrow books for the entire semester. You may request items from other libraries through ALICE or OhioLINK. Journal article databases are available on campus or off campus using your Ohio ID and password. In addition to providing access to books, videos, and journals, the library provides the following services: computers for faculty and student use (20 PCs and 4 MACs); a Writing Center; a Math Tutoring center; a group study/meeting room equipped with a smartboard (capacity: 6 - 8 people); and, library research skills instruction (one-on-one and in the classroom). The librarian will work with you to design instruction focused on the needs of your class. Faculty may place materials for their class on reserve at the Circulation Desk. The library has a key to the computer labs on the second floor if you need to use the labs outside of regular lab hours.

Commented [MD40]: Remove comma after "test,"

test

Commented [MD41]: spelling error "accomodations"

accommodations

Commented [MD42]: Lower case "Fall" and "Spring"

Academic semesters should not be capitalized except in the titles of documents or when used to refer to a specific semester, which must also include the year.

fall and spring

Classroom Technology and Audio Visual Requests: OUE currently has four rooms equipped with Smart Boards, and about half of the classrooms have a PC, a DVD player, and a VCR. The rest are equipped with projectors, and other technology can be brought into the room. If you use these technologies regularly, contact Nancy Edgar (room 301) to have your class meet in an appropriate room. For infrequent use, requests should be made to Trent Duffy, whose office is in the Library, at least 24 hours in advance. He can bring in any needed equipment. A listing of available video or DVD titles is available through the Library. We can also record classroom activities. Requests should be made at least one week in advance to Jay Morris (Room 215).

In addition, the University has recently purchased a system called Panopto which allows you to capture video from your class, along with whatever material is presented on the computer monitor. If you would like to use this technology, please contact either Peter Lim, or the Faculty Chair for more details.

Computer Lab: We have two computer labs available on the second floor: one with 30 computers, and one with 20. In addition, computers are available for student or faculty use in the Library, including 4 Macs (the labs and other computers in the library are PCs). The copiers in the Faculty office are also capable of functioning as scanners. A scanner is also available in the Library. Hours for the computer labs are posted outside the labs. You may reserve lab time with Nancy Edgar (room 301). The facilities may be used as a closed lab for an individual class on a one-time basis or reserved for the entire semester. During open lab times, faculty and students may use the lab as long as **equipment** is available. Lab Associates will be present during open lab hours but will not necessarily be trained in the use of all software. Please give Nancy or Trent enough notice if you need the lab space, in case there are conflicts. For additional information contact Trent Duffy in the Library.

Copying and Secretarial Services: The faculty secretary is the coordinating person to assist part-time faculty in preparing and securing material and equipment needed for instruction. There are copy machines available to duplicate or scan materials related to classes in the Faculty Chair's office. The faculty secretary will provide you with a code, and any assistance that you need. When sizable amounts of material are copied for a class (40 or more copies), they should be turned in to the Bookstore four weeks prior to the semester opening date. The materials are then bound into a booklet, which are made available for purchase by your students. This does not include exams or quizzes. If you need typing or duplication assistance, please submit requests one week in advance, but the secretary will do the best he or she can with less notice.

Term Papers: Term papers turned in to the faculty office will be date-stamped and placed in the mailbox of the faculty member it is intended for. If this is unacceptable to you, please inform your class that you will not accept papers unless turned into you personally/directly.

Instructional Supplies: Supplies such as pencils, tablets, etc., are available in the Faculty Chair's office. Other instructional supplies which need to be ordered must be processed and approved

Commented [MD43]: Add "the" before equipment

The noun phrase **equipment** seems to be missing a determiner before it. Consider adding an article.

the equipment

through the Faculty Chair's Office. The instructor making the request must complete a requisition form. Make requisitions as early as possible to insure that material arrives on time.

Babysitting: Babysitting is available for children of students and staff in Room 221. The hours change semester to semester depending on demand. Children must be at least three years old and not older than six (with pre-approved exceptions at the older end), and parents must be in the building while their children are in the babysitting service. There is a nominal charge for this service (currently \$2 per hour per child). Should you or your students need these services, contact Ms. Kim Cirolì, Room 332D, Cirolì@ohio.edu. Parents must fill out certain forms on their first visit.

S. COMMON STUDENT-RELATED MATTERS THAT OCCUR DURING THE COURSE

Adding a Course: Students may add a course only during the first two weeks of the semester, and only with the permission of the instructor (or departmental representative designated by the instructor) after the first week. The instructor approves the adding of a student to a course using the "green slips" described earlier. If you choose not to add the student, simply do not sign the form.

Dropping a Course: Students may drop any course through Friday of the tenth week of a term. After the end of the tenth week and before the last class day of the semester, a student may not drop an individual course without extenuating circumstances. A high probability of earning a low grade in the course is not to be considered such a circumstance. Petitions for late drops (after the first ten weeks) are available in Student Services. Students who are unable to complete the semester can withdraw from **all** of their courses. Any such student should contact Student Services to withdraw officially.

A student who drops a course by Friday of the second week of the semester will have no record of that course appear on the transcript, and may get a partial tuition refund based on published policy. For any student who drops a course after the first two weeks of the semester, the instructor will assign a grade of WP or WF, indicating that the student was performing work considered passing (Withdrew Passing) or failing (Withdrew Failing) at the time the course was dropped. This grade will be awarded at the end of the semester, at which time the name of each student who has dropped a course will appear on the grade sheet. Neither of these grades will affect the student's GPA, but will appear on the student's transcript. Instructors may decide on their own policies for when to award a WP or a WF. Since students may not drop a course under normal circumstances after the tenth week, it is expected that faculty **provide** the students with some test result, assignment grade, or other substantial feedback before the end of the tenth week so that each student will know how he or she is performing in the course.

Commented [MD44]: Remove comma after "GPA,"

It appears that you have an unnecessary comma in a compound predicate. Consider removing it.
GPA

Commented [MD45]: add "s" to provide

provides

The plural verb *provide* may not correctly agree with the collective noun *faculty*. Consider changing it to the singular form.

This way the final drop opportunity will not pass while students remain unaware of how well or poorly they are performing.

Student Assistance:

S.1.1 Advising

Advising is available in Student Services.

S.1.2 Tutoring

Free Math and Writing tutoring are available in the Library. The hours are posted outside the tutoring area. Faculty members may recommend that students take advantage of this service. In addition, University-paid tutors are provided free of charge in any subject for which a suitable tutor can be found. OUE Faculty must suggest and approve tutors. Tutor lists are available in Student Services.

S.1.3 Counseling

Finally, counseling services are available. Currently, we have an arrangement with Tri-County Help Center to provide these services. Leah Huggins is our counselor. She is on campus regularly (usually once a week) for walk-in appointments, and her hours are posted outside her office. She can be contacted when on campus at 699-2334, and when not on campus at 695-5441.

S.1.4 Accessibility Services

We also have Accessibility Services available, and you may contact Nina Henderson in Student Services if you or your students have **question** about these services.

Commented [MD46]: Add an “s” to “question”

questions

S.2 Students under **18 years old**

Commented [MD47]: Add hyphens to “18 years old”

18-years-old

Because of recent changes to state law, you may see an increase in the number of students under the age of 18. You should treat them the same as any other college student. You should not speak to parents or others about grades. Should you wish to speak to someone other than the student about grades, please first clear it with the Faculty Chair, John Prather, or the Student Services Manager, Diann Nickerson. You NEVER modify the content of your course because of the presence of underage students. The students (and their parents) are clearly told that these are college courses, and that the content will be designed with that audience in mind.

Commented [MD48]: remove comma after “courses,”

courses

Other Student Services: The following forms are available in the Student Services Office:

- 1) Admission Applications
- 2) Transcript Request forms
- 3) Veterans Forms
- 4) Student Teaching Forms
- 5) Temporary Parking Decals
- 6) Financial Aid Counseling
- 7) Veterans Information.

Other forms that are available on-line include:

- 1) Financial Aid and Scholarship Applications
- 2) Graduation Applications
- 3) Change of Information Forms (for change of major or for any information changes, such as name, marital status, address)
- 4) Relocation Forms (for relocation to Athens campus)
- 5) Placement Tests are required of all students planning to register for a math, English, chemistry or foreign language.

Any questions about these services should be directed to Student Services.

T. AFTER THE COURSE IS OVER

Final Grade Reports: Grades are reported online. You can access the grading systems through the OUE webpage by clicking on Faculty Quick Links (under Faculty and Staff), and then click on the link next to grading. The direct link is <http://www.ohio.edu/registrar/adv.cfm>. You then have to **logon** with your Ohio ID (the same as for email) by going to the Faculty Advising Center, and then go to grading under the Teaching tab. There is a deadline for submission of grades which is typically noon on the Wednesday after the last finals are given.

Commented [MD49]: change "logon" to "login"

Grading System: At the close of a session or upon the completion of a course, an instructor reports a letter grade indicating the quality of a student's work in the course. Once grades are submitted they are final and cannot be changed unless evidence of error can be presented. Grades cannot be changed by arranging to do additional work. The University assigns points for each semester hour of credit earned, according to the following grading system:

A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67, F = 0.00.

Other grades that you may wish to give:

I - The student has not finished the work required to receive a grade. Unless it is changed within the first two weeks of the next semester enrolled, the I will change to an F. The I grade is to be given only when extenuating circumstances make it impossible for the student to complete the course work **and the student makes arrangements with you to make up the work** after the semester is over. **You should not give an I just because a student failed to complete required assignments or show up for a final exam. In those cases, without extenuating circumstances, a grade of F (or FS) is appropriate.**

WP/WF: For any student who drops a course after the first two weeks of the semester, the instructor will assign a grade of WP or WF, indicating that the student was performing work considered passing (Withdrew Passing) or failing (Withdrew Failing) at the time the course was dropped.

FS or FN: Given when a student stops or never attends class, but does not drop the course. A grade of FN is given if the student never attends class. A grade of FS is given if the student stops attending at some point. It is important to use these grades when appropriate to keep students from using financial aid fraudulently, especially if the student stops attending prior to

the drop date (at the end of the tenth week). A grade of F may be given if a student just “gives up” near the end of the semester. In unusual circumstances **||**e.g., death, incapacity, or indefinite inaccessibility of the instructor **||** the department chairman is responsible for the final grade, subject to appeal as described below.

Correction of a Grade: A grade reported to the Office of Records becomes official as soon as it is reported. A grade may be changed only if an error has been made in making out or in reporting the grade. Satisfactory evidence of error in computation, copying, or recording may need to be presented to the Faculty Secretary in the Faculty Chair’s office with the request to correct the grade. **A grade cannot be changed by submission of additional work.**

Student Grievances: The instructor assigned to a class has full responsibility for grading. A student may appeal through the Faculty Chair to the Dean of the Campus for redress of grievance, provided he has conferred with his instructor on the subject. If the Dean concludes that sufficient grounds do exist for an appeal, the Dean will appoint a faculty committee of five persons to consider the case. Only this committee can authorize the Registrar to change the grade without the consent of the instructor. Should a student wish to contest a grade, after consulting with the instructor of the course, the student should be directed to the Faculty Chair.

Old Exams: Instructors shall retain grades, tests, and assignments as well as any other material used in determining a student’s grade for at least one academic semester (until the end of the fall semester following spring semester classes) unless the instructor returns the material to the student or provides an alternative policy to the class at the beginning of the semester. Should you need help storing these, please contact the Faculty Administrative Assistant **||**

Commented [MD50]: change hyphen to a dash
to do this add another hyphen and hit enter

Commented [MD51]: Change hyphen to a dash

Commented [MD52]: Spelling error
Change “Assitant” to
Assistant

U. CONTRACTS AND BENEFITS

Classification of Faculty: Ohio University has some special terms that refer to faculty that you may want to be familiar with. “Group I” faculty are tenured or tenure-track faculty at the University. “Group II” faculty are permanent faculty who receive benefits **||** but are not eligible for tenure. “Group III” faculty are “adjunct” faculty who teach as needed by the University. All contracts issued to persons in Group III are term contracts, issued each semester, and terminated according to the expiration date on the contract. While Group III persons do not enjoy all of the rights and benefits of Groups I and II faculty members, they do enjoy some of these rights including academic freedom. More specifics can be found in the Faculty handbook.

Commented [MD53]: Remove comma after “benefits,”
It appears that you have an unnecessary comma
in a compound predicate. Consider removing it.
benefits

Pay Slips: There are no paper copies of your contract, or of your pay slips. You will receive a “notification of appointment” from payroll through your ohio.edu email account for contracts about three weeks into the semester. Contact the Faculty Chair if you are concerned that your contract has not been properly processed. You are paid bimonthly **||** and may view you pay slips at <https://myhr.ohio.edu>, and login with you’re the same login that you use for email. From

Commented [MD54]: Remove comma after “bimonthly,”
It appears that you have an unnecessary comma
in a compound predicate. Consider removing it.
bimonthly

there, click on “My Personal Information” and a link to your pay slips should appear. This website is also listed under the faculty quick links on the Eastern campus webpage.

State Teacher Retirement System: Membership in the State Teachers Retirement System (STRS) is mandatory for all employees holding teaching positions. The amount taken out of your paycheck for this is somewhat higher than what you may be used to for Social Security.

Minimum Class Enrollments: A minimum number of students must be enrolled in a course in order for the instructor to receive the full stipend. This number is about 8 students for an undergraduate class and varies by rank (but this number is subject to change). To hold a class with enrollment below these numbers, the salary of the faculty member will be pro-rated. If that rate is not acceptable, a higher rate may be negotiated in exceptional circumstances. If a class is canceled, the University will not reimburse the instructor for developmental costs.

V. OTHER MATTERS:

Degrees Available on the Eastern Campus: While in general, the first two years of any Ohio University degree are available on this campus, often students can complete three years or more. The following is a list of all of the majors that can be completed on this campus.

- 1) Applied Management (BSAM)
- 2) Biology (Human) (BA) (may require some courses in Zanesville)
- 3) Business Administration (BBA)
- 4) Communication Studies (BSC)
- 5) Early Childhood Education (BSEd or BSHCS)
- 6) Exercise Physiology (BSSpS)
- 7) Health Services Administration (BSH)
- 8) History (BA)
- 9) Middle Childhood Education (BSEd)
- 10) Specialized Studies (BSS)
- 11) Social Work (BSW)
- 12) Sports and Lifestyle Studies (BSLS)

In addition the following degrees may be completed on the Eastern campus if the students comes in with a two-year degree:

- 1) Criminal Justice (BCJ) (must have 2-year law enforcement degree)
7. Technical & Applied Studies (BTAS) (must have 2-year technical degree)

Commented [MD55]: Add a comma after “addition”

It appears that you are missing a comma after the introductory phrase *In addition*.

addition,

Commented [MD56]: The singular verb *comes* does not appear to agree with the plural subject *students*. Consider changing the verb form for subject-verb agreement.

students come

or

student comes

V.1 List of Contacts

GENERAL CONTACTS

QUESTION ABOUT	NAME	POSITION	Email All are @ohio.edu	EXT.
Academic/Contracts	John Prather	Division Coordinator ("Faculty Chair")	Prather	2333
Hiring	Paul Abraham	Campus Dean	Abraham	2353
Student Issues	Diann Nickerson	Enrollment Services Manager	Nickerso	2517
	Jenn Kellner-Muscar	Manager of Academic Advising	kellner	2347
Computer Issues	Peter Lim	Computer and Technology Specialist	lim	2355
Telephone/AV Equipment/Computer Hardware Issues	Trent Duffy	IT Support Specialist	duffyt	2338
Computer Lab Space	Nancy Edgar	Administrative Services Associate	edgar	2352
Library	Donna Capezzuto	Library Director	capezzut	2344
Parking Permit	Student Services	Front Desk		2536
Random Questions	John Prather	Division Coordinator ("Faculty Chair")	prather	2333

Commented [MD57]: Align chart with chart on next page

Commented [MD58]: Some names are capitalized and some are not.

Consider capitalizing all.

PROGRAM CONTACTS

PROGRAM	NAME	TITLE	EMAIL All are @ohio.edu	EXT.
Applied Management	Michael Schor	Lecturer	Schor	2488
Art	Whitney Sage	Lecturer	Sagew	2342
Biology	Mark Waters Steve Whitlinger	Assoc. Prof. Lecturer	Watersr1	2511 2359
Chemistry	Mary Lenczewski	Asst. Prof.	Lenczews	2514
Communications	Sarah Mahan-Hays	Assoc. Prof.	Mahan-ha	2358
Community Health	Joe Hudak	Asst. Prof.	Hudak	2346
Criminology	Janice Proctor	Assoc.Prof.	Proctorj	2321
Early Childhood Education	Paula McMurray-Schwarz Kim Cioli	Assoc. Prof. Lecturer	Mcmurray Cioli	2486 2325
Economics	Chris Stevens	Assoc. Prof.	Stevenc1	2492
English	Pamela June	Asst. Prof.	Junep	2529
Exercise Physiology	Bob Galbreath	Assoc. Prof.	Galbrear	2323
Health Administration	Joe Hudak	Asst.Prof.	Hudak	2346
History	David Castle	Asst. Prof.	Castle	2331
Mathematics	John Prather Zijian Diao	Assoc. Prof. Assoc. Prof.	Prather Diao	2333 2351
Middle Childhood Education	Jacqueline Yahn	Lecturer	Yahnj	2324
Physics	Luke Shepherd	Lecturer	Shepherl	2350
Political Science	Kevin Spiker	Assoc. Prof.	Spiker	2496
Psychology	Jim Casebolt	Assoc. Prof.	Casebolt	2330
Social Work	Warren Galbreath Tracy Pritchard	Assoc. Prof. Assoc. Lecturer	Galbreath Pritchard	2341 2499
Sociology	Janice Proctor	Assoc.Prof.	Proctor	2321
Theater	Dennis Fox	Lecturer	Foxd	2340

Commented [MD59]: Keep charts similar in style

Sample 2: Client's Report Chart

Editor(s)	Danielle R. Mehlman-Brightwell
document title or description	Ohio University Eastern Campus— Part-time Faculty Handbook
readers and purpose: the situation	<p>Readers</p> <p>Ohio University Eastern part-time faculty</p> <p>Purpose</p> <ul style="list-style-type: none"> To provide information to part-time faculty members with classroom procedure policies such as: creating a syllabus, first day agenda, entering grades on Blackboard, keeping track of attendance, reporting academic dishonesty, and reporting class cancellations. To provide part-time faculty members with proper instructor protocols such as: office hours, faculty absences, midterm evaluations, photocopying, classroom changes, and flower fund. To inform part-time faculty of procedures for students who want to take an independent study.
Evaluation	Objectives
content	Overall, the information seems complete, and comments noting areas of potentially missing information are included in the document margins.
organization	<p>Breaking the information into smaller sections is a good start in organizing the content; however, adding consistent subheadings and page numbers would make the information easier to locate and reference.</p> <ul style="list-style-type: none"> The content is written in a paragraph style and lacks consistent subheadings and bullets.

	<ul style="list-style-type: none"> Consider adding page numbers to help when referencing.
visual design	<p>Visually, the content is written in paragraph form; however, there were some formatting inconsistencies that should be addressed.</p> <ul style="list-style-type: none"> Overall, some sections had headings and others did not. I would suggest creating a heading for each new idea/part. Keep all headings and subheadings consistently visual; some headings were centered others were not. Some were bolded others were not. Avoid underlining content for emphasis, Bold content to make it stand out instead. The font used is Times New Roman. Consider changing to a serif font for the text and keep the san-serif font for the subheadings. If this form is being sent digitally, a suggestion is to hyperlink the policy manual within the document for easy referral.
style	<p>The writing style has a formal tone, yet some errors were made in word choice.</p> <ul style="list-style-type: none"> On page 16, consider adding quotations around "F" and "I" to avoid confusion with the pronoun "I." Some of the words should be revised to increase clarity; recommendations are noted as comments in the margins.
illustrations	No illustrations were needed in this document.
grammar, punctuation, mechanics	<p>Grammar, punctuation, and mechanics recommendations were noted in the document margins as comments. Some common issues include the following:</p> <ul style="list-style-type: none"> On page 4, consider adding semicolons to grouped areas in order to keep continuity. Consider adding hyphens to "18 years old" since this is a commonly used phrase. This

	<p>phrase is used in the table of contents as well as within the document.</p> <ul style="list-style-type: none"> • Misspellings of words. • Sentences containing a series of three or more words, phrases, or clauses should have commas between each item. • Place a comma before the conjunction that Joins the independent clauses in compound sentences.
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Sample 3: Ohio Valley Realtor

Client: Kathy Osoovich

Audience: Potential buyers and sellers of houses or land in the Ohio Valley region.

Purpose

- To provide information to buyers such as home and land listings.
- To provide information to sellers such as the benefits of the free home warranty and a free moving truck if the house or land are listed with Kathy.
- To demonstrate the value of doing business with Kathy Osoovich over another realtor.

Editing Performed

- Provided comments on organization, visual design, usability, and style to make the web pages more effective.
- Ensured language aligned with the document's purpose.
- Provided specific comments on grammar, usage, and mechanics.
- Consulted Rude and Eaton's book on *Technical Editing*, specifically, "Comprehensive Editing" for reference.

Value Added

- Added value of hiring Kathy Osoovich over another realtor and emphasized additional benefits emphasized
- Provided information about houses and land lots for sale
- Increased attention and interest in buying or selling with a Kathy Osoovich, a Harvey Goodman realtor

Sample 3: Editing

Kathy Osovich GRI, SRS Realtor Lic. OH&WV 2004 Realtor of the year, Multi year
OAR Presidents club award
Buy or Sell with me and Move For Free! When you buy or sell with me, I will loan
you one of my trucks for local moves! My trucks can also be used by charities
and community organisations, just give me a call!

Office: 740-695-3131 ext. 235

Cell: 304-215-3131

Fax: 740-695-3168

Personal

Toll 800-695-0631

Free:

Voice 740-699-4625 ext 235

Mail:

Email: [Contact](#)

Hi, I am Kathy Osovich... Thank you for taking the time to look at my page! I am a full
time, enthusiastic Realtor who really likes real estate! My mom and dad were both
Realtors for years in the Cincinnati market so I guess it is in my blood! I would like to be
your agent, so allow me to introduce myself... I live in St. Clairsville Ohio with my
husband Mike and little white Maltese dog named Bella Mia. I also have a daughter
Patrice and she lives and works in Chicago.

I am a top producer with Harvey Goodman and have been a Realtor for over 20 years. I
love working with people and good Service is my top priority. In a world of scan your
own groceries, pump your own gas and Las Vegas drive through weddings, I feel there
is a need for personal face to face service. I get so tired of talking to machines. Just
CALL me and lets TALK! You can text me too but be aware... I LOVE emoticons! Better

Commented [MD60]: Add a space after OH

Commented [MD61]: Add a space after &

Commented [MD62]: Add a comma

Commented [MD63]: This award is dated, is there a more current award that could be listed?

Commented [MD64]: Combine to one word

Commented [MD65]: Add an ' to
Preseidents"

Prseident's

Commented [MD66]: Use bullet points and bold your name and the two reasons as to why someone should buy or sell with you.

Commented [MD67]: Add how you give free home warranty to buyers.

Commented [MD68]: Delete since you state how in the paragraph later

Commented [MD69]: Delete since you explain this in the middle

Commented [MD70]: Add a period

Commented [MD71]: Perhaps list your cell phone number first since you are not always in your office

Commented [MD72]: Hyperlink the phone numbers, so if a customer clicks on it, it will call your phone #

Commented [MD73]: The email link does not work.

Commented [MD74]: Perhaps adding the heading "About Me" could help the audience know. Consider adding bullet points to break-up ideas

Commented [MD75]: Avoid using ellipses

Commented [MD76]: Avoid using exclamation marks

Commented [MD77]: lowercase

Commented [MD78]: Consider taking out this clause since it appears repetitive and known.

Commented [MD79]: lowercase

Commented [MD80]: remove extra space

Commented [MD81]: consider deleting, since an ...

Commented [MD82]: Avoid using ellipses

Commented [MD83]: Add a comma between city and ...

Commented [MD84]: Add a comma

Commented [MD85]: Remove extra space

Commented [MD86]: Lowercase the "S" ...

Commented [MD87]: capitalize

Commented [MD88]: add an apostrophe to "Lets" ...

yet? Let's go have coffee. I know technology and robots do have their place in the modern world but NOTHING replaces a handshake or hug.

Another great service that my company has added is that when you list your home with me, I can now offer you a absolutely FREE home warranty during your listing period, in the case something should happen during that time. NO OTHER company does that! Call me for the details.

Harvey Goodman has a nearly 80% market share. We have been in business since 1956 and we are stronger than ever today! We are THE NAME in this area for all real estate services. We do it ALL. Residential, commercial, rentals, land. We are a 3rd generation company and growing. Harvey Goodman the 4th is going on four years old. The best part of my job is that most of my clients turn into friends! I play a big role in one of the biggest decisions you will make and I treat you like I would my own family and friends. Your referral is how I stay in business. I have been in other businesses in the St. Clairsville area (a video store, car lot and rental properties) for 30 years including buying, selling and renting homes of our own with my husband. I know the area and I KNOW real estate. I have several testimonial letters from people whom have done business with me in the past and I would love to share those with you. I enjoy working with people to help find "that perfect house" and the joy of planting the SOLD sign when your house sells! I will work to earn your trust and respect. In this business my reputation is everything. I live on return business and referrals. YOUR satisfaction with my service means EVERYTHING to me.

Commented [MD89]: I would suggest getting rid of this paragraph because the verbiage and content takes away from the overall purpose/mission.

Perhaps move that you have been a realtor for over 20 years to the "About Me" Section

Commented [MD90]: Add subheading "Reasons to List or Buy with Me"

Add two bullet points one for the free home warranty and the other bullet for the free moving truck

Commented [MD91]: Change "a" to the word "an"

Commented [MD92]: Avoid using all caps

Commented [MD93]: Delete information. This is known.

Commented [MD94]: Delete information

Commented [MD95]: Fact check information. Where is this information from? Cite your source.

Commented [MD96]: Add a comma

Commented [MD97]: Avoid using exclamation marks

Commented [MD98]: Add a space

Commented [MD99]: Add a space

Commented [MD100]: Remove the space

Commented [MD101]: Add a comma

Commented [MD102]: Add this information to the "About Me" section

Commented [MD103]: Delete information

Commented [MD104]: Perhaps having a few testimonials would make this claim stronger

Commented [MD105]: I would suggest taking this out and adding in the testimonials

Commented [MD106]: Create a motto from this context for your business. Perhaps put the motto in italic underneath your name at the beginning part of your website.

I am also a SENIOR specialist. I have a lot of experience dealing with the needs of Seniors. Seniors have special problems and issues that I feel I am well equipped to help with. I love older people, they have the BEST stories! You can learn a lot from those older folks! I have had many sales awards including many years of presidents club (million dollar) sales award from the Ohio Association of Realtors. I was also the "REALTOR OF THE YEAR" in 2004. I am a member and director of the Belmont County Board of Realtors, the Ohio Association of Realtors, and the National Board of Realtors.

Commented [MD107]: This seems confusing. At first, I thought you were a senior realtor specialist. Consider removing because it brings ambiguity.

For Fast and Friendly service, call text or email me today for all of your real estate needs! 304-215-3131 or email me: kathyosovich@gmail.com.

Commented [MD108]: Take this out repetitive; this was listed at the beginning

Commented [MD109]: Delete extra spacing

- **WORK WITH ME, MOVE FOR FREE*(restrictions apply)**
- **Experience, Knowledge, Professionalism, Honesty and Service.**
- **Working with both buyers and sellers and relocation specialist.**
- **Land, residential, commercial, relocation and rentals**
- **Special training in dealing with the unique needs of senior citizens. SRS designation (Senior real estate specialist) With Harvey Goodman since 1996**
- **Top producer and million dollar presidents club recipient.**
- **Member of the Belmont Co. board of Realtors, Ohio Assoc. of Realtors and The National Assoc. of Realtors**
- **2004 Belmont Co. board of Realtors "REALTOR OF THE YEAR"**

Commented [MD110]: The bold faced words and all caps make it hard to read.

Commented [MD111]: Create motto that you use; take out

- The only Realtor in the area to offer a moving truck free of charge for customers to use to move. The trucks are also available for charitable and community events. *some restrictions apply.
- A Realtor with Harvey Goodman since 1996.

Commented [MD112]: Redundant information

Kathy OsovichGRI, SRS Realtor Lic.OH&WV 2004 Realtor of the year,
Multi year OAR Presidents club award

Buy or Sell with me and Move For Free! When you buy or sell with me,I will loan you one of my trucks for local moves! My trucks can also be used by charities and community organiations,just give me a call!

Commented [MD113]: Content appears on the previous page;
Keep your name and cell phone number. I would suggest deleting the rest since it is repetitive

Personal Toll Free: 800-695-0631

Direct: 740-699-4625 ext 235

Office: 740-695-3131

Cell: 304-215-3131

Fax: 740-695-3168

Email: [Contact](#)

10 Reasons Sellers Should Use Kathy!

Commented [MD114]: I would suggest create subheadings for each number and hide majority of the text, add a hyperlink that says read more.

1. Pricing your property to sell involves more than just comparing it with other houses that have recently sold. The uniqueness of each property and its own values are based on location, condition, financing, amenities, and other market factors.
2. New in 2006 Kathy has purchased 2 moving trucks that you can use to move for FREE! That's right...wether buying or selling,her truck is at your disposal. Kathy also offers her truck for community and charitable events just call ahead to schedule it in!
3. Advertising can be very expensive, especially if you continue for a sustained period of time. Additionally, Kathy can market your home utilizing avenues that are not available to you; including, but not limited to, the Multiple Listing Service.
4. When prospects inquire about your property and you are tempted to enter into a purchase agreement, how can you protect yourself from non-productive involvement? Kathy will pre-qualify prospects bringing you Qualified Buyers.
5. Are you willing to admit strangers into your home? Accepting unescorted strangers can play havoc with your family life. Kathy using an Electronic Lockbox can identify Realtor who brought prospects into your home and when.
6. Selling your home can be a time-consuming assignment. You are literally married to the property and the inconvenience can be

Commented [MD115]: Add a space

Commented [MD116]: Change to "two"

Commented [MD117]: remove

Commented [MD118]: Spelling
Should be
whether

Commented [MD119]: delete extra space

Commented [MD120]: add an "s" to Services

Commented [MD121]: add the word "before"

Commented [MD122]: change "using" to uses"
My question is doesn't all realtors use the lock box?

Commented [MD123]: Add the word "which"

overwhelming. You have to stay close to the property or you may miss the one buyer you are seeking.

7. Financing is very frequently the key to a successful housing transaction. Buyers without the right advice and information may not see **their way clear to buy your home.** Kathy is able to help your buyer structure the right financing to meet his objective and yours.
8. How do you solve prospect problems? Your best buyer may well be someone who already owns a home, and whose decision to buy another property is premised on selling their present one. Kathy can sometimes arrange interim financing or a guaranteed sales agreement executed on the existing property.
9. It is difficult to negotiate your own position. Kathy will be prepared to counsel both you and the potential buyer, so the differences can be bridged and a transaction successfully consummated.
10. Kathy wants to be "YOUR REALTOR" call her now to start your own of reasons why you use Kathy **To work for YOU!!**

Commented [MD124]: This is a bit confusing.

Commented [MD125]: Lowercase the "To"

Commented [MD126]: Remove one exclamation mark.

Once you have agreed to sell, there is the matter of clearing the title, obtaining financing, arranging insurance, working with lawyers and other agencies. You can avoid costly mistakes by relying on professionals who control and safeguard your housing investment.

Sample 3: Client's Report Chart

Editor(s)	Danielle R. Mehlman-Brightwell
document title or description	Harvey Goodman's Realtor Kathy Osovinch webpages
URL	http://kosovich.goodmanrealtor.com/
readers and purpose: the situation	<p>Readers</p> <p>Realtor Kathy Osovinch webpages are used by two different audiences in various situations.</p> <ol style="list-style-type: none"> 1. Home or land buyers use the webpages to buy a house or land from a realtor or broker. 2. Home or land sellers use the webpages to list their house or land with a realtor. <p>The webpages are part of a larger website owned by Harvey Goodman.</p> <p>The content will also likely be read selectively by potential buyers and sellers who are already listed with another agent.</p> <p>Purpose</p> <p>Home/land buyers and sellers will use the webpages by looking at the following information:</p> <ul style="list-style-type: none"> • To provide information to buyers such as home and land listings. • To provide information to sellers such as the benefits of the free home warranty and a free moving truck if the house or land are listed with Kathy. • To demonstrate the value of doing business with Kathy Osovinch over

	another realtor.
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Evaluation	Objectives
content	Overall, the information seems complete, and comments noting areas of potentially missing information are included in the document margins.
organization	<p>Breaking the information into smaller sections is a good start in organizing the content; however, some reorganization would make the information easier to locate.</p> <ul style="list-style-type: none"> The content is written in a paragraph style and lacks subheadings and bullets. Perhaps similar information could be combined and given subheadings: About Me, Harvey Goodman Business, and Why Hire Me. Perhaps information could be moved into these subheadings and then bullet information for easy reading. The information in the "bulleted section" at the bottom of the homepage could be combined or deleted as there appears to be some repetition in content. Some of the sentences within a paragraph are loosely related, suggestions were made to delete information not relative to the webpages overall purpose.
visual design	<p>Visually, the homepage has a picture of the realtor on the front and the contact information is easy to see. However, there were some formatting inconsistencies that should be addressed.</p> <ul style="list-style-type: none"> Overall, the homepage does not use headings or bullets. Yet, the second page does. Choose one heading style and apply it to all headings in the document consistently. To increase the ease with which readers are able to scan the information, consider hiding parts of the text by adding a Hyperlink the reads "Read More." Font sizes of 10 and 12 points were identified in the document and Arial and Verdana fonts were used. Ensure that all of the font in the document is the same size and same style. The text appears cramped because of the lack of white space. Add margins to create a white space between text and

	<p>around the perimeter of the texts.</p> <ul style="list-style-type: none"> • Add a space after commas and between sentences.
style	<p>The writing style has an informal tone, conversational like, yet at times the tone is inarticulate.</p> <ul style="list-style-type: none"> • Some of the sentences should be revised to increase clarity from unsupported assertions recommendations are noted as comments in the margins. • There's some confusion created by using various terms. For example, "Senior Specialist" was used to emphasize skills of working with senior citizens. Yet, the title is not official and creates ambiguity. I would consider removing it. Also, stating that "seniors have special problems" may be seen in a negatively. Consider rewording or removing. • To eliminate wordiness remove qualifiers like "really" and "very" to create a more direct point, and this will help the tone to become more formal. • Confusion between the use of "who" and "wh • There is an overuse of prepositional phrases (prepositions of, in, for). Consider rewording sentences for clarity.
illustrations	No illustrations were needed in this document.
grammar, punctuation, mechanics	<p>Grammar, punctuation, and mechanics recommendations were noted in the document margins as comments. Some common issues include the following:</p> <ul style="list-style-type: none"> • Comma splice errors; change into two separate sentences "I love older people, they have the BEST stories!" • Missing commas in a series of three or more words, between city and state, and between two independent clause connected by a coordinating conjunction. • Misspellings of words • Numbers less than 10 were not spelled out. • Capitalizing titles like "Realtor" when they should not be capitalized • Using more than one exclamation point, using all caps, and using ellipses to emphasize a point.

Sample 4: Proposal

Client: McCann Learning Center, Heather Taylor, Director

Audience: Dean of Faculty

Purpose

- To bring awareness to the dean for discrepancies found within Bethany College's policy manual.
- To propose that staff members who are teaching classes and have earned a master's degree be promoted to faculty rank.

Editing Performed

- Provided comments on organization, visual design, usability, and style to make the proposal more effective.
- Ensured language aligned with the document's purpose.
- Provided specific comments on grammar, usage, and mechanics.
- Consulted Rude and Eaton's book on *Technical Editing*, specifically, "Comprehensive Editing" for reference.

Value Added

- Provided a logical presentation of content with detailed examples of the discrepancies found within Bethany College's policy manual
- Added the value of having McCann Learning Staff promoted to faculty rank
- Provided information about McCann Learning Staff's credentials represented effectively to maximize interest in becoming faculty rank
- Presented information of past employees' job titles

Sample 4: Editing

Learning Resources Faculty Proposal

Volume IV of the Bethany College Policy Manual defines faculty **states** in section **4.1.1 Full-time Faculty**, "A full-time faculty member ordinarily has full-time teaching duties or has teaching and other duties (e.g., research, academic administration, counseling, library duties, athletic department duties) equivalent to a full-time teaching load and fulfills the duties and responsibilities of a faculty member." All of the Learning Specialists have teaching duties written into their position descriptions. These duties include: planning and teaching Fundamental Studies courses, meeting the needs of students in PASS through direct intervention and accommodations, collaborating with faculty and staff to develop strategies for meeting individual needs of students, **provide 1:1 or small group study skill/math/reading/writing instruction** to students referred to the McCann Learning Center.

Section 4.1.1.1 continues: "A full-time faculty member who has continuously taught at Bethany College for at least six years is eligible to

Commented [DM127]: Bold title

Commented [DM128]: Perhaps you mean "status"?

Commented [DM129]: add the word "as"

Commented [DM130]: Add the word "and" before "provide"

Commented [DM131]: Change "provide" to "providing" to keep the structure parallel

Commented [DM132]: Add the word "tutoring"

Commented [DM133]: Add the words "sessions in"

Commented [DM134]: Add an "s" on "skill"

Commented [DM135]: Perhaps add "supplemental instruction"

apply for sabbatical (see Subsection 4.10.2). A full-time faculty member is a full voting member of the faculty and may be appointed pursuant to a term, notice, or tenure agreement (see Subsection 4.2.1).”

4.1.1.4 Administrators with Faculty Rank: An Administrator with Faculty Rank is a full or pro-rata employee who *functions in an instructional capacity outside the classroom* (e.g., some librarians and *learning resources faculty*), or performs a combination of faculty, staff, and professional duties. An Administrator with Faculty Rank is subject to all responsibilities and standards of teaching performance that apply to other full-time or pro-rata faculty and receive the same academic freedom as other faculty members. With regard to the non-academic aspects of an administrator’s duties, an administrator is governed by the provisions of Volume V (Personnel Policies for Staff) of the Policy Manual.

How can these contradictory passages in the policy manual be clarified?

We suggest updating the manual to include *Learning Resources Faculty*. As with the proposal being made by the Librarians, this could be included in the current policy manual as 4.1.1.7. This section would define the qualifications needed for appointment, clarify voting rights, sabbatical and tenure expectations, participation in convocations, and indicate eligibility

Commented [DM136]: Use quotes if quoted directly

Commented [DM137]: Underline to keep it consistent

Commented [DM138]: Start a new paragraph

Commented [DM139]: The next number in policy manual is 4.1.1.6

for service on elected faculty committees. Once *Learning Resources Faculty* are defined, other sections of the policy manual will need to be updated and include: rank, promotion, tenure, and evaluation.

The members of the McCann Learning Center team contribute to the academic success of the students at Bethany College and we feel that these contributions are equivalent to those of the Full-Time Faculty. We also believe that all members of the Learning Center who have obtained an advanced degree be recognized with faculty rank, voting rights, diploma signing, and committee membership, including those committees whose members are elected.

Due to the nature of the services provided by the McCann Learning Center and the size of our staff, we are not expecting to be eligible for sabbatical leave. Rather than establish guidelines for tenure, multi-year appointments could be awarded if certain requirements are met. It would also present an opportunity to fully outline the personal days and sick leave for 10-month employees.

There are currently two different contract lengths for members of the McCann Learning Center team. Historically, the Director (Dr. Christina M. Sampson [2005-December 2015]) held a nine month contract (Dr.

Commented [DM140]: Add a comma

Commented [DM141]: Perhaps use the word "contracts" instead

Commented [DM142]: Start a new paragraph

Commented [DM143]: Add a hyphen

Sampson did not work January, June, or July) while the other members of the team held a ten month contract. This has posed its own issues as there is no real guideline for sick leave and personal time for those who are salaried, but only hold a ten month contract. Currently, three of the four full-time team members hold ten month contracts while the fourth holds a nine month contract. (The most recent hire in the department holds a nine month contract—this was a decision made by then Vice President for Academic Affairs and Dean of the Faculty, Dr. Katrina D’Aquin.)

Commented [DM144]: Add a hyphen

Commented [DM145]: Remove comma

Commented [DM146]: Add a hyphen

Commented [DM147]: Add a hyphen

Commented [DM148]: Add a hyphen

Commented [DM149]: Add a hyphen

As Learning Resources Faculty, we would continue our practice of closing during Mid-Term Break, Thanksgiving Break, Christmas Break [between the last day of finals and the first day of January Term], and Spring Break. Additionally, the annual evaluations that the McCann Learning Center team members receive from their direct supervisor could be used in place of the Faculty Activity Report. Travel fund would continue to come out of the annual McCann Learning Center budget.

Commented [DM150]: Add an “s”

Proposed Language for 4.1.1.7 Learning Resources Faculty

Commented [DM151]: Bold subheading

Commented [MD152]: Bold subheading

A Learning Resource Faculty member is an employee of Bethany College who wholes a Master’s Degree and is qualified for appointment to one of the academic ranks listed in subsection 4.1.2. A Learning Resources

Commented [DM153]: holds

Faculty member contributes to the academic goals and objectives of the College in **ways** that are equivalent to, but not identical with, Full-time Faculty, where academic coaching takes the place of teaching as the primary duty. A Learning Resources Faculty member is eligible for promotion, but not eligible for sabbatical or tenure. A Learning Resources Faculty member is a full voting member of the faculty and is eligible to serve on committees, including those that are elected.

Commented [DM154]: ways

****Sample Learning Resources promotion guidelines are not available** because equivalent positions cannot be found at peer or aspirational peer **institutions**.

Commented [DM155]: remove

Commented [MD156]: add an * at the end

Peer Institutions

Commented [DM157]: bold

Commented [MD158]: bold subheading; align left to keep it consistent with other subheadings

Alderson Broaddus

One staff member—Director, no academic rank listed

Davis & Elkins

Director, Adjunct Professor; Coordinator of Academic Support, Adjunct Professor; Supported Learning Instructor; Autism Support Coordinator; and Office Manager.

Commented [DM159]: remove period

Hiram

Coordinator of Academic Development, no academic rank information

Muskingum

Student Success Center—Director, no academic rank listed (staff of roughly 36 student tutors listed)

Thiel

Director, no academic rank listed; 2 Academic Coaches, Adjunct Professors; one Administrative Assistant

Washington & Jefferson

Disability Support Services—Director of Academic Advising

Westminster College

Director of Learning and Writing Services; Writing Coordinator; Director of Disability Services, no academic rank listed

Aspirational Peer Institutions

Allegheny College

(Learning Commons) Director of the Learning Commons, no academic rank listed; Director of Writing, Associate Professor of English; Assistant Director of the Learning Commons, no academic rank listed; Director of Disability Services, no academic rank listed; Office Manager, no academic rank listed; Director of Speech, Assistant Professor of Communication Arts

Earlham College

Commented [DM160]: remove because it redundant since the words "Learning Commons" are used shortly after

Director of Academic Enrichment Center, no academic rank listed; Director of the Writing Center, no academic rank listed; Administrative Assistant (1,500 hours of student tutoring each year) [as a point of comparison, we have a budget that would only allow for 800 hours of student tutoring next year]

Emory & Henry

Director of Academic Support, no rank listed; Quantitative Literacy Director and Instructor; Director of Counseling Services

Georgetown University

Six staff members, no rank listed—job descriptions are also different from ours

Transylvania College

Staffed by Librarians

Union College

One Direction, no academic rank listed

Wabash College

Director of Student Engagement and Success, no academic rank listed

There are many things that set Bethany College apart from other institutions. One of the key differences that applies here is the McCann Learning Center and the fact that it houses the Writing Center, Academic Tutoring, PASS, Fundamental Studies, The Bethany Bridge Program, and Academic Accommodations. Learning Center team members spend the majority of their days working with students one-on-one or in small groups and teach classes including Fundamental Studies courses as well as First Year Experience courses.

Commented [DM161]: vague; what things are you referring to?
Job duties?

2005-2006: Christina Sampson, Assistant Professor of Education (BA West Liberty State College, MA West Virginia University); Professional Staff with Instructional Duties- Rebecca Pauls, Director of Academic Services and Special Advising; Roberta Caswell, Assistant Director of Special Advising and Academic Services (wording is verbatim from catalogue); Adreana Rodriguez, Director of International Student Success

Commented [MD162]: perhaps add subheading
Timeline of Duties

2006-2007: Lynn F. Adkins, Dean of Academic Services (Professor of Education and Social Work, BA, MSW, PhD); Christina Sampson, Assistant Professor of Education

2007-2008: Christina Sampson, Assistant Professor of Education and Director of Academic Services; Professional Staff with Instructional Duties:

Commented [DM163]: change to semicolon to keep it consistent with others

Christina Sampson, Assistant Professor of Education and Director of Academic Services; Gerald Schultze (BS West Virginia University) Academic Services Specialist; Traci Tuttle (BA Wheeling Jesuit University, M Ed Vanderbilt University) Academic Services Specialist

Commented [DM164]: spelling
Vanderbilt

(I joined the Learning Center in August of 2007 as Coordinator of the McCann Writing Center and taught two sections of FDST Writing)

Commented [DM165]: Remove parentheses
Change “I” to Heather Taylor

Commented [DM166]: Remove parentheses
Add a period

2008-2009: Christina Sampson, Assistant Professor of Education and Director of the McCann Learning Center; Traci Tuttle, Assistant Professor of Education and Coordinator of the Program for Academic and Social Success
Professional Staff with Instructional Duties not listed in catalogue for 2008-09 and following years

2009-2010 Christina Sampson, Assistant Professor of Education and Director of the McCann Learning Center; Traci Tuttle, Assistant Professor of Education and Coordinator of the Program for Academic and Social Success (Though Traci Tuttle appears in the catalogue for 2009-2010, she resigned late in the summer of 2009 and was not a part of the staff for the inaugural Bridge Program or the 2009-2010 year.)

Commented [DM167]: bold

2010-2011 Christina Sampson, Assistant Professor of Education and Director of the McCann Learning Center

Commented [DM168]: bold

2011-2012: Dr. Christina Sampson (Ed D West Virginia University),
Assistant Professor of Education and Director of the McCann Learning
Center

2012-2013: Dr. Christina Sampson (Ed D West Virginia University),
Assistant Professor of Education and Director of the McCann Learning
Center

2013-2014: Dr. Christina Sampson (Ed D West Virginia University),
Assistant Professor of Education and Director of the McCann Learning
Center; Heather A. Taylor (BA Bethany, MA Wilkes University) Assistant
Professor of English

2014-2015: Dr. Christina Sampson (Ed D West Virginia University),
Assistant Professor of Education and Director of the McCann Learning
Center; Heather A. Taylor (BA Bethany, MA, MFA Wilkes University)
Assistant Professor of English

2015-2016: Dr. Christina Sampson (Ed D West Virginia University),
Assistant Professor of Education and Director of the McCann Learning
Center; Heather A. Taylor (BA Bethany, MA, MFA Wilkes University)
Assistant Professor of English

Commented [DM169]: Perhaps add George Vopal (BS
Math WVU)

2016-2017: Heather A. Taylor, Assistant Professor of English, Director of the McCann Learning Center

Commented [DM170]: Add the word “and”

Commented [DM171]: Add subheading

Commented [DM172]: Perhaps add Katelyn (BA Education) and Danielle (BA English, BA Professional Communications, and MA in Education)

I was not involved in the writing of the job description for the position George Vopal now holds, so I cannot speak to what the minimum qualifications were. I will, however, point out that when hiring for the Coordinator of PASS, even after looking at peer institutions and institutions across the country who have a minimum qualification for similar positions as a BA in Education or related field and experience, our hire, Katelynn Hackathorn, had obtaining an MA within a certain timeframe written into her contract. When hiring for the position Danielle Mehlman-Brightwell now holds, an MA was listed as the preferred qualification. (Mrs. Mehlman-Brightwell holds an MA in Writing and is currently working toward a second MA).

Commented [DM173]: Change “had” to “is”

Commented [DM174]: Change “an” to “a”

Commented [DM175]: Webster’s dictionary uses this as two words.

Commented [DM176]: Change “and” to “an”

Commented [DM177]: Change “Writing” to “Education”

Commented [DM178]: Add an “s” to “toward”

I earned my MA in Creative Writing from Wilkes University in the summer of 2013 and was told a few weeks later that I was going to be ranked as an Assistant Professor in English.

Commented [DM179]: In Professional Writing and Rhetoric

Commented [DM180]: Remove “I” to “Heather Taylor”

Combine with prior paragraph

Sample 4: Client's Report Chart

Editor(s)	Danielle R. Mehlman-Brightwell
document title or description	Learning Resources Faculty Proposal
readers and purpose: the situation	<p>Readers</p> <p>The Learning Resources Faculty Proposal will be presented to the dean of faculty at Bethany College.</p> <p>Purpose</p> <ul style="list-style-type: none"> To bring awareness to the dean for discrepancies found within Bethany College's policy manual. To propose that staff members who are teaching classes and have earned a master's degree be promoted to faculty rank.
Evaluation	Objectives
content	Overall, the information seems complete, and comments noting areas of potentially missing information are included in the document margins.
organization	<p>Breaking the information into smaller sections is a good start in organizing the content; however, adding consistent subheadings and page numbers would make the information easier to locate and reference.</p> <ul style="list-style-type: none"> The content is written in a paragraph style and lacks consistent subheadings and bullets. Perhaps the following subheadings could be added: Objective(s), Rationale, Timeline of Duties, Qualifications, and Policy Updates Perhaps information could be moved into these subheadings and then bullet information for easy reading. Some of the sentences were not related within a paragraph, I suggest grouping similar content together within a paragraph. Add an overview section and conclusion section.
visual design	<p>Visually, the content is written in paragraph form; however, there were some formatting inconsistencies that should be addressed.</p> <ul style="list-style-type: none"> Overall, some sections had headings and

	<p>others did not. I would suggest creating a heading for each new idea/part.</p> <ul style="list-style-type: none"> • Keep all headings and subheadings consistently visual; some headings were centered others were not. Some were bolded others were not. • The font size is 14 point font. Consider using a standard size of 12 point. • The font used is Tahoma. Consider changing to a serif font for the text and keep the san-serif font for the subheadings. • Bold headings and subheading to make the content stand out. Consistently align the headings and subheadings. Some are centered and others are left aligned. • Avoid underlining content for emphasis, Bold content to make it stand out instead. • If this form is being sent digitally, a suggestion is to hyperlink the policy manual within the document for easy referral.
style	<p>The writing style has a formal tone, yet some errors were made in word choice.</p> <ul style="list-style-type: none"> • Maintain parallelism. Adding an "ing" onto the word "provide" on page 1 would enhance the flow. • I would suggest changing the verbiage of "multi-year appointments" to "multi-year Contracts" since the ultimate goals is to Extend the contracts length. • Some of the words should be revised to increase clarity; recommendations are noted as comments in the margins. • Eliminate redundancies; "Learning Commons" is used in a title and then restated at the end. This is repetitive. I would suggest deleting one.
illustrations	No illustrations were needed in this document.
grammar, punctuation, mechanics	<p>Grammar, punctuation, and mechanics recommendations were noted in the document margins as comments. Some common issues include the following:</p> <ul style="list-style-type: none"> • Use hyphens to connect commonly used words like nine-month and ten-month contracts. • Misspellings of words. • The section number is not in sequential order should be 4.1.1.6 not 4.1.1.7.

Danielle Mehlman-Brightwell's Technical Writing Pedagogy



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Technical Writing Teaching Philosophy

As an instructor of technical writing courses, my aim is to motivate students to begin a personal exploration towards effective clear communication. Through this exploration, my holistic assignments prepare students to become technical writers by giving them an array of opportunities to convey information in the most clear and effective manner possible. I practice and continually polish pedagogical strategies that empower students to think critically, creatively, and actively.

I have three main objectives for students learning experiences: 1.) to facilitate the appreciation for complex, big-picture issues; 2.) to provide fundamental knowledge and tools applicable to students' academic and future careers, and; 3.) to enhance critical self-awareness and understanding of the media/ technical writing and their impact on individuals and the world at large. One way I actualize these objectives is by creating a dedicated and engaged learning environment in which I take an active role in facilitating my students' learning and engagement with the media. My pedagogy stems from sensitivity to students' media/writing interests and their skepticism both towards the media and critics who take them to task. My overarching goal for students is to think critically about their engagement with the media and understand the subsequent effects this engagement has on our individual, social, and cultural value systems.

I foster an invitational, enthusiastic, and organized approach while lecturing and discussing. The invitational aura sets the tone of respect for students' learning environment, including their fellow students. I encourage students to find their own voice by agreeing or disagreeing with theorists and challenging each other. This environment fosters lifelong personal and professional growth with a commitment to the intellectual, emotional, and cultural development of students. My classes are presented in organized fashion by striving to follow the syllabus and make definite all course objectives and outcomes are reached. By listing an organized agenda, students know the

itinerary for class each day, and by following the syllabus, students are not confused as to what writing assignments, readings, or tests are coming-up. Being welcoming, fervent, and structured are my personal goals for engaging students in learning.

While thinking of some implications for the technical writing curriculum, I implement Thrush's objectives into my teachings. She offers preliminary goals and objectives, called "a three-pronged approach" to teaching intercultural communication: 1.) raising students' awareness by introducing students to international documents and promoting direct communication with international audiences; 2.) "introducing students to sources of information" by showing them where and how to search for them; and 3.) "providing practice in communication."

My role as an instructor is to guide students. I encourage students to examine pieces of writing by using rhetorical strategies through identifying the audience, organization, visual design, and style. My lectures convey students with practical information about communicating in different kinds of workplace environments and professional/technical discourse communities. Students produce and analyze common technical writing genres: letters, resumes, memos, reports, proposals, etc. Students work toward understanding how to analyze and react to rhetorical situations that each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents. My all-encompassing goal for students is to think critically about their engagement with technical communication and understand the subsequent effects this engagement has on our individual, social, and cultural value systems. I practice and continually polish pedagogical strategies that empower students to think critically, creatively, and actively.

Curricular objectives for Student Learning Outcomes

1. Communicate effectively using Markel's Eight Measures of Excellence: honesty, clarity, accuracy, comprehensiveness, accessibility, conciseness, professional appearance, and correctness.
2. Evaluate the communication situation: audience, purpose, and context.
3. Create effective professional memos, proposals, technical definitions, and reports.
4. Integrate effectively visual items in technical documents, including charts, graphs, tables, drawings, and photographs.
5. Understand how to analyze, incorporate, and properly attribute data from research.
6. Use a cover letter, résumé, and LinkedIn profile in an effective job search.
7. Continue developing life-long learning and self-editing skills.
8. Work collaboratively, treat deadlines as professionals, and submit work on time.

ENG 120: Technical Writing Course Syllabus

Teaching and Learning form the mission of Bethany College

Credit hours: 3

Grading: ABCDF

Class meeting times: M/W/F 8:00 a.m. to 8:55 a.m.



Victor Mehlman-Brightwell (Mrs. M-B)

Email:

dbrightwell@bethanywv.edu

Phone:

(304) 829-7401

Office Location:

McCann Learning Center 203A Cramblet Hall

Office Hours:

Mondays and Wednesdays 1:00-3:00

I. Course Description: This course presents students with practical information about communicating in different kinds of workplace environments and professional/technical discourse communities. Throughout the semester, students will produce and analyze common technical writing genres: letters, resumes, memos, reports, proposals, etc. Students will work toward understanding how to analyze and react to rhetorical situations that each genre and writing situation presents, including issues of audience, organization, visual design, style, and the material production of documents.

II. Prerequisites: Passed ENG 101 with at least an 80%. It is assumed that you have basic knowledge and skill in critical thinking, library research, MLA (Modern Language Association) documentation, American English grammar, style, usage, and persuasive and expository writing.

III. Student Learning Outcomes

1. Communicate effectively using Markel's Eight Measures of Excellence: honesty, clarity, accuracy, comprehensiveness, accessibility, conciseness, professional appearance, and correctness.
2. Evaluate the communication situation: audience, purpose, and context.
3. Create effective professional memos, proposals, technical definitions, and reports.
4. Integrate effectively visual items in technical documents, including charts, graphs, tables, drawings, and photographs.
5. Understand how to analyze, incorporate, and properly attribute data from research.
6. Use a cover letter, résumé, and LinkedIn profile in an effective job search.
7. Continue developing life-long learning and self-editing skills.
8. Work collaboratively, treat deadlines as professionals, and submit work on time.

IV. Format and Procedures: Teaching and learning will include a lecture, discussions, informal and formal writing assignments and individual conferencing (one-on-one guidance) with the instructor.

V. My Assumptions: Fulfillment of developmental writing requirement through the use of lecture, discussion, conferences, formal, and informal writing assignments. Additionally, students will focus on writing as a process by determining the idea, topic sentences, development strategies, unity, coherence, transitional devices, revising, and editing.

VI. Course Requirements: Students are expected to consult the course schedule, keep-up with assignments, and come to class each day with completed assignment(s) and/or prepared to participate in the day's activities.

Special Class Requirements: Students are also welcome to use the McCann Learning Center computers for word processing programs and uploading completed assignments.

Academic Integrity: This course will focus on individual and independent critical thinking. The English department has a zero-tolerance policy for cheating and plagiarism. No form of cheating will be allowed, including passing off someone else's work as one's own, or recycling work for which credit is being (or has already been) obtained in another course. Plagiarism is the unacknowledged borrowing of the words (however few) and/or ideas of someone else. Students must identify within their essays the exact source of **all** words and ideas not their own. Depending on the severity, cheating or plagiarism will result in a grade of either F or zero for the assignment, or in a failing grade for the entire course.

1. Class attendance and participation policy: Only two class absences are permitted for the semester; each absence beyond two will result in a deduction of 5% from the student's final grade. That is, only two class absences are allowed without penalty. Any absence may jeopardize the final grade through missed discussion, lectures, in-class assignments, and editing; perfect or excellent attendance not only contributes to the grade for in-class work, but also ensures an improved final grade. Coming to class unprepared for the assigned in-class activity will constitute a recorded absence. If absent, students are responsible for obtaining any missed information.

2. Late Work Policy: Students are responsible for obtaining their missed assignments before or after class on the day of their return. **Tests, however, may NOT be made up; students must take tests in class on the day they are given. Any homework assignment more than one session late will lose one letter grade.** Students are responsible for obtaining their missed assignments immediately before or after class on the day of their return. **Any assignment more than one session late will lose one letter grade.**

3. Course readings:

1. Markel, Mike. *Technical Communication*. 11th ed. Bedford, 2016. (ISBN: 1319088082.)
2. Friedly, John C. "Top Ten Ways to Improve Technical Writing"
http://www.che.ufl.edu/cee/CEE%20Teaching%20Guide/teaching%20guide_partIII_paper13.pdf
3. You will also need reliable access to Microsoft Word, Bethany College email, & Moodle. (Supplemental readings/assignments will be given in class or on Moodle.)

VII. Grading, Evaluation and Assessment Procedures, including Grading Scale:

1. Weighting of Assignments

Assignment	Points
Assignments/writings	325
Quizzes	25
Midterm	100
Class Participation/Activities	75
Collaborative Work/Homework	75
Final Exam	100
Other	
Total	700 points

2. Grading Scale (points or percentage needed for specific grades)

	93-100 = A	90-92 = A-
87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	70-72 = C-
67-69 = D+	60-66 = D	Below 60 = F

VIII. Grading Rubric

Rubrics will be provided for writings and assignments.

IX. Academic Honesty

Each student in this course is expected to abide by the Bethany College Policy on Academic Honesty (see College Catalogue section on Academic Honesty). Any work submitted by a student in this course for academic credit will be the student's own work.

X. Behavioral Expectations, Classroom Etiquette

Students should demonstrate respect for the learning environment, including their fellow students, contribute to an atmosphere conducive to learning.

XI. Electronic Communication and Course Management

This course will be managed from Moodle. Check Moodle daily for supplementary reading, electronics links, and exercises. **Submit assignments using Moodle only.** Students are expected to check their campus e-mail accounts daily.

XII. Accommodations for students with disabilities

In compliance with the Bethany College policy and equal access laws, under Disability Services, students can disclose at any time.

XIII. Tentative Course Schedule: COURSE OUTLINE

Week	Class	Topics	Assignments
1	1	Introduction to technical writing Chapter 1: Understanding Technical Communications Environment (Markel)	Writing assignment #1 incorporates the following skills: researching a technology, writing a technical definition, writing a technical description, writing specifications, using graphics, applying page layout and design. Due Sept. 6
	2	Writing Assignment #1: Technical Writing Definition	
2	3	Technical writing ethics Chapter 2: Understand Ethical and Legal Situations (Markel)	After reading the chapter, complete the reading quiz in Moodle over Chapter 2. Due Sept. 13
	4	Assignment #2: Quiz over Chapter 2	
3	5	Writing Technical Documents Chapter 3: Writing Technical Documents (Markel)	Reflect upon "Top Ten Ways to Improve Technical Writing" by writing two paragraphs on what you found useful and can use in your technical writing assignments. Share ideas in groups. Due Sept. 20
	6	Writing Assignment #3: individual project	
4	7	Writing Collaboratively Chapter 4: Writing Collaboratively (Markel)	In groups, you will write a proposal to Student Government about campus issues and provide solutions to the problem. Due Sept. 27
	8	Proposals Chapter 16: Writing Proposals (Markel) Writing Assignment #4: Group project	
5	9	Planning the document Chapter 5: Audience and Purpose (Markel)	After reading the chapter, complete the reading quiz in Moodle over Chapter 5. Due Oct. 4
	10	Assignment #5: Quiz over Chapter 5	
6	11	Research Chapter 6: Researching your subject (Markel)	Write a progress memo on how you are doing in this class. Due Oct. 11
	12	Assignment #6: Progress Memo	
7	13	Midterm Review	Study for midterm exam on Oct. 18
	14	Midterm Oct. 18	
8	15	No classes on Oct. 23rd Midterm Break	Compose a resume.
	16		

		Organizing Information Chapter 7: Organizing Your Information (Markel) Assignment #7	Due Oct. 25
9	17 18	Persuasive Communication/Memo/Multicultural Chapter 8: Understanding Persuasive Communication (Markel) Assignment #8	This project is to develop an understanding to multicultural issues in a diverse environment. For this project, you will be comparing two websites of your choice by creating a memo and sharing your findings within your group. Due Nov. 1
10	19 20	Writing Documents Chapter 8: Writing Coherent Documents (Markel) Assignment #9: Quiz over Chapter 9	After reading the chapter, complete the reading quiz in Moodle over Chapter 9. Due Nov. 8
11	21 22	Cover Letter/Resume Chapter 15: Writing Job Applications Materials (Markel) Assignment #10: Quiz over Chapter 9	Compose a cover letter that coincides with your resume. Due Nov. 15
12	23 24	Designing Documents and Websites Chapter 11: Designing Documents and Websites (Markel) Assignment #11	Create a Linked-in account. Upload resume and cover letter. Due Nov. 22
13	25 26	Thanksgiving Break No classes	
14	27 28	Writing Sentences Chapter 9: Writing Effective Sentences (Markel) Assignment #12: Quiz over Chapter 9	In groups, analyze rhetorical situations looking especially at audience, organization, visual designs, and style. Due Nov. 29
15	29 30	Informational Reports Chapter 17: Informational Reports Assignment #13	In groups, create an informational report which integrates graphics. Due Dec. 6
16	31 32	Review/Study Final Exam Dec. 13	Dec. 13
17	33	Final Exam Week	

Note: This syllabus is subject to change at the discretion of the Professor.

Five Day Lesson Plan

Introduction

This lesson takes students through the steps of creating an effective resume. College students must market their experiences, skills, achievements, and accolades to set them apart from others when applying for a job or graduate school.

Students' Learning Outcomes

- Understand the function, form, and effectiveness of a resume by examining and discussing sample resumes with their classmates
- Demonstrate the importance of rhetorical situations by selling themselves to a defined audience
- Develop a working resume

Writing Standards

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Lesson 1: What is a Resume?

1. Introduce students to resumes as a genre of writing: professional writing. Discuss how this is different from academic genres in that it serves a different purpose and is intended for a different audience. In short, it is a type of writing by an author who is trying to get something. As a result, it is an extremely persuasive style of writing. Share examples of when a person would need a resume, such as applying for a job, a scholarship, or an award, or when creating a portfolio of one's work.
2. Prepare students to understand the purpose of a resume, including its **function**, **form**, and **effectiveness**. Take an informal poll of the class, asking who has heard of a resume before this class, who has seen one, and who has one of their own. Based on the results, you may ask students to share their experiences to add to the conversation.
3. Have students take lecture notes on the following:
 1. **Function:** The function of a resume is to inform the audience about you in order to accomplish something. What you're trying to accomplish depends on what you're trying to do. This might include getting a job, getting into graduate school, winning a scholarship, or being selected for an internship. There are many reasons to show people your resume.
 2. **Form:** Resumes need to look a certain way. This is considered their form. People who read resumes expect them to include specific information, such as your name, address, and contact information, education, past jobs, volunteer experience, and special skills. If a resume does not look like a traditional resume, the reader may be confused and think the writer is not educated about writing proper resumes.
 3. **Effectiveness:** For a resume to be effective, it must demonstrate your knowledge of both function and form. An effective resume
 - Has a clear purpose that shows why you are writing it
 - Is visually appropriate and appealing, or easy to read
 - Includes all the necessary information about the writer
 - Is grammatically correct with no errors in punctuation or spelling
4. Share copies of the sample resume printouts. Put students into small groups first to review, and tell them to identify what they see as the function, form, and effectiveness.
5. Return together as a class, and discuss each section and how students determined what it was.

Lesson 2: Developing Content for Your Resume

1. Review the components of a resume.
2. Discuss the two types of resume: chronological and functional. Ask students which style they think is best for them.

3. Show the sample resumes from the previous lesson. Ask students to identify which one is chronological and which one is functional.
4. Have students brainstorm content for their resumes using the printout "Brainstorm Guide" as a guide.
5. Begin completing the parts of the printout. Move around the room answering questions as students work.
6. Ask students to complete the printout on their own before the next lesson.

Lesson 3: Defining Audience and Purpose

1. Have students take out their completed "Brainstorm Guide" printout. Put them into small groups to share their work with others.
2. Bring the class back together and ask students questions about their process.
 - What was easy about filling this out? What was difficult?
 - What sections contained the most and least information? Why?

Ask for volunteers to share what they included in each section with the class.

3. Begin a discussion about the importance of audience and purpose when creating a resume, as these are fundamental items to consider when putting all of their information together. Points to note include the following:
 - The audience refers to anyone who will review the resume, so we must consider all audiences, both primary and secondary.
 - The purpose refers to why the audience is looking at the resume and what they will be looking for, so we must ask ourselves what they want to read.

Connect audience and purpose to the resume components as discussed in the previous class. Ask students to comment on how these are related and why they are important. Give them the "Graphic Organizer" printout to fill out and bring to the next class.

Lesson 4: Using Resume Builder

1. Take students to a computer lab with access to the Internet and plug information into resume generator complete this lesson. Have them log into the Resume Builder site. As they do so, remind them about the time limit for creating their draft in class. They should structure their time accordingly.
2. Using their notes from the "Brainstorm Guide" printout, ask students to go through the process of entering their information. Show students the features of the tool, from the additional information about resumes on the first page to the audio feature accompanying the site that enables them to hear the information aloud.

- When they have completed their resumes, have students save them and also print a copy to bring to the next class.

Lesson 5: Peer Review

- Ask students to take out the printed copies of their resumes. Discuss how resumes today can be printed and submitted to the audience, as they have prepared, but they can also be submitted electronically. In that case, the resume writer needs to understand how to save a resume as a .pdf or how to create a resume with very little formatting, with only the basic information listed and no fancy spacing or bullets used. Connect this to their use of Resume Builder and discuss how this would be similar to or different from what they just did.
- Put students into small groups to peer review their resumes. Encourage students to review their peers' resumes for Function, Form, and Effectiveness. *Upload final draft onto Blackboard under Week 1.

Methods and Means of Assessment/ Rubrics

Traits	4 pts.	3 pts.	2 pts.	1 pt.
<i>Resume</i>				
Function	Audience and purpose of the resume are strong and clear.	Audience and purpose are present but could be stronger.	Audience and purpose are less clear, and weak parts remain.	Audience and purpose are not clear.
Form (functional or chronological) & content	Format of the resume is clear. Each major section includes required information (objective statement, names, dates, locations, etc.).	Format is mostly clear. Each major section includes most of the required information (objective statement, names, dates, locations, etc.).	Format is confusing. Major sections are missing information (objective statement, names, dates, locations, etc.).	Format is hard to see. Major sections are missing information (objective statement, names, dates, locations, etc.).
Effectiveness	Resume shows a very professional appearance, tone, and style.	Resume shows an appropriate appearance, tone, and style. Some inconsistencies remain.	Resume shows a less professional appearance, tone, and style. Several weaknesses need attention or revision.	Resume does not have a professional appearance, tone, or style. Much revision is needed.
Grammar & mechanics	Writer follows all guidelines for spelling, grammar, usage, mechanics, etc. Sentences are strong and have a varied structure.	Writer follows most guidelines, but some sentences are unclear, uneven, or contain errors.	Writer follows some guidelines, but sentences contain multiple errors and are difficult to understand.	Writer has difficulty following guidelines; most sentences contain numerous errors and cannot be understood.

Assignment: Brainstorm Guide

Name _____

Directions: Brainstorm content you can include in your resume. Be sure to include dates.

1. Education:
2. Work experience:
3. Volunteer experience:
4. Academic honors (honor roll, awards, etc.):
5. Extracurricular activities (band, sports, yearbook, newspaper, etc.):
6. Special skills (working with computers, speaking different languages, etc.):
7. Objective (what kind of jobs/internships/scholarships might you apply for?)
8. Which type of resume do you think will be better for you, functional or chronological? Why?

Assignment: Graphic Organizer

Name _____

Directions: Complete all sections of the graphic organizer.

Visualizing Your Resume: Graphic Organizer

```
graph TD; S1[Step 1: What kind of resume am I creating? (job, award, scholarship, etc.)] --> S2[Step 2: Who is my audience?]; S2 --> S3[Step 3: What are the 3 Fs?]; S3 --> F[Form: I should format this to look...]; S3 --> Fu[Function: My purpose is to...]; S3 --> E[Effectiveness: To make this effective, I need to do the following...]; S4[Step 4: What should I include in my content?] --> E1[Education Information]; S4 --> E2[Work Experience]; S4 --> E3[Volunteer Experience]; S4 --> E4[Extracurricular Information];
```

Step 1: What kind of resume am I creating? (job, award, scholarship, etc.)

Step 2: Who is my audience?

Step 3: What are the 3 Fs?

Form: I should format this to look...

Function: My purpose is to...

Effectiveness: To make this effective, I need to do the following...

Step 4: What should I include in my content?

Education Information:

Work Experience:

Volunteer Experience:

Extracurricular Information:

*Allowed to use with permission from the National Council of Teachers of English.

Assignment: Resume Builder Sample

(Visit resume templates in Microsoft Word) Create a resume.

Multicultural Technical Writing Assignment: Memo

Purpose

My goal of this assignment is to have students develop an understanding for multicultural issues in a diverse environment. I feel that it is critically important that students become familiar with the basics of multiculturalism as it relates to technical communication.

Student Assignment Details

For this project, you will be comparing **two websites of your choice** through creating a memo and sharing your findings within your group.

1. The **first website** that you examine should be a site designed to market a product (or products) to a U.S. market.
2. The **second website** that you examine should be the foreign counterpart to the first. (So, for example, you could examine a Honda site designed for U.S. audiences, then look at a Honda site designed for Japanese audiences.)

NOTE: You will need to compile research on the target culture that you choose in order to write an effective memo that explains why designers made the choices that they did. Before beginning this assignment, read the following article by highlighting the differences in technical communications amongst cultures. Share three comments with your group.

http://rhetoricity.com/UN1100/Assignments/Communication/emily_thrush.pdf

Deliverable

Compose a 600-800 word memo that describes the profile of your audience and major differences between your chosen sites. Present your website and memo to your group. Use the "Memo" template in Microsoft Word. (See rubric for details)

In your memo, you should include the following:

- Introduce the product and briefly describe the **purpose** of the web pages (advertising, promotion, to forward a political or religious agenda, etc.)
- Analyze and describe the **audience** for each of the pages you examine
- Analyze and describe **one or two major differences** (or similarities) in the sites you examine, and explain how those aspects you describe **motivate an audience to action**

HELPFUL HINTS:

1. See Owl Purdue's website for instructions on how to create a memo.
<https://owl.english.purdue.edu/owl/owlprint/590/>
2. You should include information gathered during any interview with a member of the target culture and any written resources (the class textbook, web sites, etc.).
3. Don't forget to provide the site's URLs and citations! Cite any references in a "References" section of your memo.
4. Use the following rules: proper grammar, punctuation, and usage; letters must be block, semi-block, or simplified; a letter must be consistent internally, do not break format, use parallelism; and use letterhead for the first page only.

Memo Due date is 7/28/17. Presentations to group members will begin on 8/1/17.

Methods and Means of Assessment/ Rubrics

Traits	4 pts.	3 pts.	2 pts.	1 pt.
<i>Memo Assignment</i>				
Function	Audience and purpose of the memo are strong and clear.	Audience and purpose are present but could be stronger.	Audience and purpose are less clear, and weak parts remain.	Audience and purpose are not clear.
Form & content	Format of the memo is clear. Each major section includes required information (Header, Opening, Context and Task, Summary, Discussion Segment, Closing Segment, References, Necessary Attachments).	Format is mostly clear. Each major section includes most of the required information (Header, Opening, Context and Task, Summary, Discussion Segment, Closing Segment, References, Necessary Attachments).	Format is confusing. Major sections are missing information (Header, Opening, Context and Task, Summary, Discussion Segment, Closing Segment, References, Necessary Attachments).	Format is hard to see. Major sections are missing information (Header, Opening, Context and Task, Summary, Discussion Segment, Closing Segment, References, Necessary Attachments).
Effectiveness	Memo shows a very professional appearance, tone, and style.	Memo shows an appropriate appearance, tone, and style. Some inconsistencies remain.	Memo shows a less professional appearance, tone, and style. Several weaknesses need attention or revision.	Memo does not have a professional appearance, tone, or style. Much revision is needed.
Grammar & mechanics	Writer follows all guidelines for spelling, grammar, usage, mechanics, etc. Sentences are strong and have a varied structure.	Writer follows most guidelines, but some sentences are unclear, uneven, or contain errors.	Writer follows some guidelines, but sentences contain multiple errors and are difficult to understand.	Writer has difficulty following guidelines; most sentences contain numerous errors and cannot be understood.

Five Additional Assignments

Assignment 1: Introduction Email, 1 page

Send an email message introducing yourself to the class. Design your email using headings and subheadings that enable others to scan your document in order to read it quickly. Send your message to the class email address, dbrightwell@bethanyvw.edu and send copies to each member of your project group. To send copies to your group members, write their email addresses after Cc: from the email heading and put a comma (no spaces) between each address. In your message, include the following information:

- Your name
- The name you prefer others in this class to call you
- Your BA 101, student group number
- Your home country, state, and city
- Your year in college (freshman, sophomore, junior, or senior)
- Other colleges or universities you have attended, if applicable
- Your declared or possible major
- Your declared or possible minor
- Your possible career interests
- Your previous work experience if any
- Your current work experience if any
- A brief statement about why you are taking BA 101, Introduction to Business
- A brief statement about your proficiency in languages other than English
- A brief statement about your proficiency in written English
- A brief statement that includes anything else you want your instructor and your group members to know about you.

Dave Dusseau. BA: 199 *Introduction to Business Writing*. Fall 1997. University of Oregon.
<http://pages.uoregon.edu/ddusseau/101/199/199assignments.htm>

Assignment 2: Contrasting Technical Descriptions, 2 pages

The purpose of this assignment is to give you experience in adapting a piece of technical writing to a specific audience. The assignment consists of two short independent pieces. Choose something that you know a lot about, but which would probably not be familiar to a broad, general audience. It could be anything from an abstract concept, to a technique, a skill, an object, or an activity (e.g. a sport or a hobby). Write a description or explanation of it that is aimed at a general audience. (Characterize the audience you have in mind before you begin to write.) You could imagine that this description will be one component of a larger piece of writing aimed at that audience.

Then write another description of the same thing, this time for a more specialized audience of your peers. This audience could be people who share with you a very specific area of specialization within a field, or it could be a broader audience within that field.

Donald Unger. 21W.732-5 *Introduction to Technical Communication: Explorations in Scientific and Technical Writing*. Fall 2006. Massachusetts Institute of Technology: MIT OpenCourseWare, <https://ocw.mit.edu>. License: [Creative Commons BY-NC-SA](#).

Assignment 3: Literature Review, 2-3 pages

This assignment links to the fourth assignment. In order to propose the creation of a course, you have to very thoroughly research the academic landscape. A successful course proposal answers a variety of questions: How will this course fit in with other courses and course sequences? Who will teach it? What texts will be used? What students can be expected to take this course? To answer these questions, you need to delve into a variety of kinds of research. These may include: examining course catalogs and syllabi at other institutions; interviewing or surveying faculty or students; reading reviews of potential texts, or reading the texts themselves; becoming familiar with Institute statutes on course creation. Your research review should consist of a bibliography of the sources you have explored, along with a narrative which briefly explains what you have found, what was useful and what was not, and what research gaps you have yet to fill before you can write the design proposal.

Donald Unger. 21W.732-5 *Introduction to Technical Communication: Explorations in Scientific and Technical Writing*. Fall 2006. Massachusetts Institute of Technology: MIT OpenCourseWare, <https://ocw.mit.edu>. License: [Creative Commons BY-NC-SA](#).

Assignment 4: A Design Proposal, 3-4 pages

In this assignment, you will develop an idea for a course at Bethany College, undergraduate, graduate, or continuing education. You will then write a formal proposal describing the course and its rationale. The purpose of this assignment is for you to become familiar with the format and style of a proposal.

Donald Unger. 21W.732-5 *Introduction to Technical Communication: Explorations in Scientific and Technical Writing*. Fall 2006. Massachusetts Institute of Technology: MIT OpenCourseWare, <https://ocw.mit.edu>. License: [Creative Commons BY-NC-SA](#).

Assignment 5: Report, 3-4 pages

Write a report to Dave Dusseau, with an executive summary and recommendations, advising him on actions he should take regarding the problem you and your group identified in your project proposal.

PROCESS RECOMMENDATIONS:

Step 1: Gather information by completing the steps you proposed in your proposal.

Step 2: As you gather information, keep an accurate record of your findings.

Step 3: On occasion, go back to your notes on findings and begin to analyze their significance for helping you solve the problem you proposed to solve.

Step 4: Revise the problem statement from your proposal, if necessary, to reflect any new directions your research reveals.

Step 5: When you have completed your research and your preliminary analyses, generate the conclusions and recommendations you will deliver to Dave.

Step 6: Write an outline for the report you plan to deliver to Dave. (See the information under "Report Structure" to help you write an outline.)

Step 7: Review your outline to make certain that your findings and analyses support the conclusions and recommendations you plan to deliver to Dave, and that each section progressively solves the problem you have defined in the introduction. If necessary, revise any part of your document plan to make these connections more clear.

Step 8: Click here, [Making Rhetorical Plans](#), and review the questions to help you make your document more effective for your readers.

Step 9: Write an individual draft of the document.

Step 10: Exchange drafts with one other member of your project group.

Step 11: Using the peer review worksheet provided below, help your peer improve his or her document.

Step 12: Click here, [Tutors](#), and visit a tutor if you want additional comments on your report draft.

Step 13: Revise your report based upon comments you receive from peers and/or tutors.

Step 14: Submit your final document to the BA 199 class email account by Monday, November 17.

Step 15: Save the stages of your process to submit in your portfolio at the end of the term.

EVALUATION CRITERIA

- To meet the minimum requirements for a passing grade, your document must:
- Be delivered on time.
- Be formatted as a report, with an executive summary.
- Use headings, subheadings and other design features to facilitate easy reading.
- Convince your audience, Dave Dusseau, that you have researched the problem in ways lend credibility to your conclusions and recommendations.
- Show evidence that you have revised, edited, and proofread your document for readability.
- Show evidence that as peer reviewers, you have provided, listened to, and utilized constructive feedback to improve your documents.

Dave Dusseau. BA: 199 *Introduction to Business Writing*. Fall 1997. University of Oregon.
<http://pages.uoregon.edu/ddusseau/101/199/199assignments.htm>

Five Additional Resources

Resource 1: Teaching Philosophy Guide

- This link provides useful tips on technical writing.
- <http://www.matthewarnoldstern.com/writing/techwritingtips.html>

Resource 2: Society for Technical Communication

- “The Society for Technical Communication is the world’s largest and oldest professional association dedicated to the advancement of the field of technical communication.” Membership application is available online. Resources include: certification, education, and community groups.
- <https://www.stc.org/>

Resource 3: Writer’s Write

- Writer’s Write website provides comprehensive resources on books, writing, and publishing.
- <http://www.writerswrite.com/>

Resource 4: Dr. Kristi Siegel’s Handouts

- The handouts’ section (at the bottom of the website) provides Microsoft Word handouts on document design, page design, eliminate wordiness, effective technical descriptions, website design, and how to build a basic website.
- <http://www.kristisiegel.com/techspring2004.htm#Links>

Resource 5: Teacher's Tap

- Teacher's Tap discussed Technical Writing: How To's, Tutorials, and Directions.
- <http://eduscapes.com/tap/topic50.htm>

Additional Information

Book 1: *Technical Writing 101: A Real World Guide To Planning And Writing Technical Documentation* by [Alan S. Pringle](#), [Sarah O'Keefe](#)

- *Technical Writing 101* details the skills you need as a technical writer, and it explains how to handle the pressures of tight deadlines and ever-changing product specifications. This valuable reference also describes the entire documentation process planning, writing, editing, indexing, and production.
- This updated second edition features the latest information on single sourcing and a new chapter on how trends in structured authoring and Extensible Markup Language (XML) affect technical writers.
- https://www.goodreads.com/book/show/1384686.Technical_Writing_101

Book 2: *Handbook of Technical Writing* by [Gerald J. Alred](#), [Charles T. Brusaw](#), [Walter E. Oliu](#)

- This classic book remains the complete technical-writing reference for students and professionals alike. Alphabetically organized and easy to use, its nearly 400 entries provide guidance for the most common types of professional documents and correspondence, including reports, proposals, manuals, memos, and white papers. Abundant sample documents.
- https://www.goodreads.com/book/show/985040.Handbook_of_Technical_Writing?from_search=true

Layering Traditional Grammar in the Context of Writing

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Abstract

This paper examines research on how to teach traditional grammar and writing cohesively. Research from the 1960s argues that grammar instruction that is separate from writing instruction does not improve students' writings. Bridging theory to practice, this paper addresses connections between theoretical concepts and classroom lessons by answering the question "How does theory influence practice?" Grammar is most effective if taught in the context of writing and in layers much like math.

Layering Traditional Grammar in the Context of Writing

History

According to the Oxford English dictionary, grammar is defined as “The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics” (Grammar, 2017). All languages have its own form of grammar. The word “grammar” originated from the Late Middle English: from Old French “gramaire”, via Latin from Greek “grammatikē” (tekhnē) which translates as the ‘(art) of letters’, from gramma, grammat- ‘letter of the alphabet, thing written’ (Grammar, 2017). Native English speakers already know operational grammar orally by intuitively recognizing the sounds of the English language (phonology), the meaning of words (morphology), and the arrangement of words (syntax). Killgallon states that a child learns to speak by imitating experienced speakers. Yet, writing is more difficult than speaking and these complexities are shown in students’ writings.

Teaching Background

I remember my first year of teaching vividly. It was 2008, and I was assigned to teach ninth and eleventh language arts classes. I knew I had to teach literature, writing, and grammar, yet I was hesitant on how to effectively teach traditional grammar. I did what most teachers do, I thought back to how I was taught that subject. I remember doing daily oral language activities (DOL), diagramming, and completing grammar worksheets. I taught literature on Mondays and Wednesdays, grammar on Tuesdays

and Thursdays, and Fridays students read books during sustain silent reading activity (SSR). I noticed my teaching was very isolated. I wish I had guided students in the writing process instead of subjecting them to the same old grammar exercises of DOLs, diagramming, and worksheets.

Isolated Grammar

Research from the 1960s argues that grammar instruction that is separate from writing instruction does not improve students' writings (Braddock, 1963). Many teachers do not know how to teach grammar. In a study in 1986, George Hillocks researched several methods teachers employed, and the only negative method was teaching grammar as a separate subject (Weaver, 2008, p. 14). Woltjer states that in order for students to have an effective learning experience, grammar cannot be isolated; especially in exercises that are practiced but receive little relevant application (1998, 95). Grammar is most effective if taught in the context of writing and should be taught in layers much like math.

Grammar Worksheets

Ewing Flynn's article "The Language of Power: Beyond the Grammar Workbook" argues that through her teaching experience and research confirms, "that relying only on grammar workbook exercises is not an effective way to teach students about the English language" (2011, 30). After reading numerous articles, we know that teaching only through grammar workbooks is not effective. Why do so many language arts/English teachers teach traditional grammar isolated from writing?

Teacher Training

Based on current theory and experience, future language arts teachers need an understanding and knowledge of different types of grammar and will need to know how to apply it in different circumstances (Hughes & McCarthy, 1998). Prospective language teachers need both grammatical knowledge and the skills “pedagogical content knowledge”, to teach grammar (Andrews, 1997).

Minimum Grammar with Maximum Benefits

Weaver bridges theory to practice by making connections between theoretical concepts and classroom lessons by answering the question “How does theory influence practice?” In Constance Weaver’s book, *Lessons to Share on Teaching Grammar in Context* (1998), she highlights the use of teaching a minimum amount of grammar with maximum benefits: (1.) Teaching concepts of subject, verb, sentence, clause, phrase, and related concepts for editing (2.) Teaching style through sentence combining and sentence generating (3.) Teaching sentence sense through the manipulation of syntactic elements (4.) Teaching punctuation and mechanics for convention, clarity, and style (1998). Similarly, Shaughnessy (1977) asserts that teachers should educate their students on the following grammatical concepts: the sentence, inflection, tense, and agreement.

Sentence Components

Both Weaver and Shaughnessy conclude that students must be taught the components of a sentence (subject, verb, sentence, phrase, and clause). Teaching

grammar through daily oral language activities is unproductive for students without procedural knowledge of how and when to use conventions in writing. Consequently, the most effective way to teach conventions is to integrate instruction directly into the writing process. Short & Burke, as cited in Weaver (1998), state that teachers should use powerful examples while teaching claiming that writing does not occur in isolation; it involves careful “layering of independent, whole-class, and small-group reading, writing, and reflecting” (Short & Burke, 1996). Teaching concepts of subject, verb, sentence, clause, phrase, and related concepts for editing helps students develop sentence sense through wide reading.

Literature Immersion

In order for students to view themselves as readers and writers, they must be immersed in a literacy-rich environment connected to what they are studying. During this time, students listen to their teachers read texts aloud, participate in guided reading activities, compose reflections, and participate in group reflections. Weaver writes that “we begin conversations about an author’s purpose and call attention to text patterns that they will later be able to recognize when they read independently” (2008, p. 267).

Killgallon describes that he stumbled upon the idea of having students imitate effective sentences from literature, which caused him to develop activities for engaging in what he now calls “sentence composing” which is unscrambling, imitating, and combining (2007, p.169).

Sentence Composing

Killgallon’s book *Sentence Composing for High School* defines composing as having students mimic a sentence structure (2007, 169-183). Each part unscrambling,

imitating, and combining are essential skills for composing papers. At the brainstorming part of writing, sentence unscrambling is useful. Students could write down their thoughts and then unscramble their thoughts by forming sentences. For example, part 1 demonstrates Killgallon's sentence unscrambling.

Part 1: Sentence Unscrambling

- was immense
- its head rising high above them
- the tyrannosaurus rex
- out of sight
- the size of a two-story building

Modeling

Once students are immersed in literature, educators should choose specific pieces of literature as models (Killgallon, 1998). Noden claims that imitating sentence structures, paragraph structures, or even the structure of the entire work is a technique that teachers have used for decades (2011, p. 78). Sentence composing activities help students to resemble those structures of professional writers. Making a conscious effort of using pieces of literature as examples of works for students to read will help students' writings, especially using model papers. Using authors as models for their writings give students a roadmap of how to structure their papers. For example, part 2 demonstrates Killgallon's sentence imitating.

Part II: Sentence Imitating

- 1a. Model: The dark silence was there, and the heavy shapes sitting and the little blue light burning. (Ray Bradbury, *The Vintage Bradbury*)

- 1b. Student's imitation: The dense fog was there, and the bloody bodies dying, and the torn white flag waving.
- 2a. Model: There was a rhino who, from the tracks and the kicked-up mound of strawy dung, came there each night.
- 2b. Student's imitation: There was also a turtle who, from the half-eaten tomato and the hole under the fence, had visited the garden that day.

Imitation

In addition, using student examples as models also helps students to know what to expect. In the *Art of Styling Sentences*, Waddell, Esch, and Walker (1993), as quoted by Noden, reports that students imitation improved their university students' writing (2011, p. 79). Immersing students in the writing process by using literature as model examples of specific styles has helped students compose thesis statements, structure their papers, and arrange sentences' syntax through modeling author(s), peer(s), or professors' papers. Noden's guidelines for imitation are as follows: 1.) Select well-written short passage. 2.) Read selection carefully, preferably aloud. 3.) Analyze the section carefully, noting sentence length, sentence types, and word choices (2011, 81).

Killgan also uses imitation to help students with syntax. For example, the original sentence was "There is a cup of coffee, aromatic, rich, and refreshing as a hot shower" (1998, p. 172). The student imitated the sentence by composing "There is a flag, stripped, colorful, and starry as a night sky" (1998, p. 172). Dean mentions that she uses imitation and combining, but then, matches the sentences that her students are

imitating or combining to the genre that they are writing in (2011, p. 22). In addition, as students dig deeper into pieces of literature, students begin to find their own voices by stating their beliefs, values, and views of their world. All of this begins to be reflected within their writings forming their voice.

After imitation, the next step is for students to create their own drafts. As quoted by Noden, Tufte suggests that students may picture a sentence as a fallen tree (2011, p. 88). The main log is the independent clause, and the braches could be a dependent clause, independent clause, or phrase, etc. This is helpful for students to see different ways to arrange sentences. Weaver also states to share a model of a sentence (2008, p. 279) that way students know the components of what makes a sentence, a sentence. Teaching sentence sense through the manipulation of syntactic elements is vital for students writing to develop. Educating students on the structure of a sentence is imperative before teaching grammatical errors like subject/verb agreement issues.

Sentence Combining

In addition, understanding the sentence structures can help students to begin combining sentences and creating compound or compound/complex sentence structures. Hillocks, states that "sentence combining practice provides writers with systematic knowledge" (1986, 150). As quoted by Chin, numerous studies (Mellon, 1969; O'Hare, 1973 Cooper, 1975) show that the use of sentence combining is an effective method for improving students' writing. Hillocks (1991) affirms that systematic practice in sentence combining can increase students' knowledge of syntactic structures as well as improve the quality of their sentences. In addition, Nogucki asserts that

sentence combining is an effective method for developing fluency and sentence variety because students compare their sentences to others (1991). Also, by using student examples to whole class discussion on sentence combining this helps students to recognize, write and combine their own sentence types turning simple sentences into complex and/or compound sentences. **For example, part 3 demonstrates Killgallon's sentence combining.**

Part III: Sentence Combining

1. Simple sentences to combine:
 - a. His head was aching.
 - b. His head was sore.
 - c. He forgot to light the cigarette.

Complex sentence: He forgot to light the cigarette since he head was aching.

Revising

The next layer for students to work on is revising and editing. Revising is like moving; the person moving has to decide what to take (add), what to throw away (delete), and want to move (move), etc. The acronym ARMS A-add, R-remove, M-move, and S-substitute helps with the revision process. In addition, the acronym CLUESS C- coherence, L- language, U- unity, E- emphasis, S- support, S- sentences, too, helps students with revising. For example, have students search for one part of the acronym at a time looking for specific words like "things" and "stuff."

Weaver guides students through the revision steps as follows:

1. I compliment the writing, telling the students what they do well, always finding something to admire, even if it is simply their choice of title or topic.

2. I question the points I do not understand in their papers. These questions can address pronoun errors, as well as discrepancies in meaning. I tell my students what works and what I don't understand.
3. I make a general observation about the entire piece—perhaps congratulations for taking a risk or a word of empathy about the subject matter. Through this process, not only are issues of content and organization addressed, but also issues of grammar, and all within the context of students' writing. (1998, p.110-119).

Editing

During the revising stage, students look at their entire paper as a whole; whereas, editing looks at the details sentence by sentence. Weaver poses substantial questions on how to teach editing and how to get students to apply what they have learned in their own papers (2008, 141). We as educators should look at the students' writings and examine them first before teaching concepts. Weaver states that "we'll be more successful teaching a modest number of editing skills in conjunction with the writing process, and teaching them an inch wide and a mile deep" (2008, 142). For example, using the acronym COPS C- capitalization, O- order, P-punctuation, and S-spelling helps while teaching students to edit.

As students revise and edit their papers, teachers can provide grammar instruction information that can guide students in their attempts to correct problems in mechanics, usage, and/or punctuation. Teaching punctuation and mechanics for convention, clarity, and style will help students to improve their writing. For example, if

a teacher notices that many students are having issues with misplaced modifiers a mini lesson could be conducted using examples from students' writings. The teacher could have students edit their own work looking for specific errors. Weaver notes that teachers can approach teaching grammar and/or editing through informational conversations and in group/class mini lessons (2008, p. 278).

Punctuation

Noden discusses creating special effects with punctuation (2011, p.126). For example, when teaching appositives have students replace the commas with parentheses or with dashes. If the student really wants to emphasize something, then they should use dashes. If the student wants moderately to emphasize, then they should use parentheses. And if they want mildly to emphasize, then they should use commas.

Syntax

In Kolln and Gray's *Rhetorical grammar: Grammatical choices, rhetorical effects*, the chapter on punctuation, references Charles F. Myer who classifies the purpose of punctuation into three categories: syntactic, prosodic, and semantic. This is the heart of teaching grammar and writing. For example, when teaching complex sentences, teachers should illustrate syntax of a complex sentences. If the dependent clause is before the independent clause, it is out of syntax so therefore needs a comma. Weaver uses the acronym AAAWWUBBIS (A-after, A-although, A-as, W-while, W- when, U-until, B-before, B-because, I-if, and S-since) which are dependent word markers (2008). The formula is as follows AAAWWUBBIS (dependent word marker) /dependent clause, ADD COMMA independent clause. To help students learn to punctuate

sentences correctly and effectively, students must know how to identify subjects, verbs, fragments, run-ons, comma splices.

Fixing Fragments

Weaver states that two teachers' research supported this claim "that teaching skills in the context of writing can have a greater effect" (38). Grammar conventions applies most readily when taught in conjunction with editing. Teaching how to fix specific errors like fragments and run-on sentences are useful skills to teach. For example, once students are aware of dependent word markers, then they can learn how to fix fragments. For example, "since the sun came up" is a dependent clause; it is also a fragment. The fragment can be fixed in two ways by deleting the dependent word marker "since" or by adding an independent clause onto the sentence. For example, "The sun came up" (deletion), or "Since the sun came up, I got out of bed" (addition). Teaching punctuation and mechanics assists students' writings in convention, clarity, and style.

Fixing Run-ons

Teaching concepts of subject, verb, sentence, clause, phrase, and related concepts for editing helps students learn to punctuate sentences correctly and effectively through identifying subjects, verbs, fragments, run-ons, and comma splices. For example, when teaching run-on sentences teach fused sentence and comma splices error and how to fix them. Add ways on how to fix the run-on by teaching coordinating conjunctions (FANBOYS) and semicolons. As well, as point out to students that this error is seen in compound sentence structures.

Individual Conferences

Individual writing conferences will help students' writing progress. While students are looking for CLUESS and COPS, the teacher may call students to his/her desk and discuss their papers individually. Start with what students are doing correct and create a positive comment. Weaver states that we should praise students for their risks they have taken, their revision attempts, and their content (2008, p. 278). If the teacher notices that the student has three or more of the same errors like "there, they're, their" or "than/then" or comma issues, then state what is noticed and explain the concept on a one-on-one basis. While conferencing, look for 1.) monotonous sentences/ vague "It is" "There are". 2.) Announcement statements. 3.) Language choices/ audience/ purpose. 4.) Active/passive voice; purpose/audience

If the error is noticed three or more continuously, provide the student with direct instruction on their errors and highlight how to fix the error. Point out the error and discuss how to fix it as a model. Students are then expected to correct the error for the next conference. Write down notes about the students' writing. Weaver states while working with students on their writings, teacher should share a model, name it, create another model, release responsibility, and have students apply the rule to their writings (2008, p. 278-279).

Overall, Weaver lists guidelines for effective teaching of grammar:

1. Engage students in a lot of writing.
2. Immerse students in good literature, including literature that is particularly interesting or syntactically challenging.

3. Across the grades, reserve a thorough study of grammar for elective courses or perhaps units.
4. Teach these relative aspects of grammar within the context of students' writing.
5. Introduce only a minimum of terminology.
6. Specifically, emphasize (as appropriate to writers' needs) those aspects of grammar that are particularly useful in helping students revise sentences to make them more effective.
7. Also, emphasize (as appropriate to writers' needs) those aspects of grammar that are particularly useful in helping students edit sentences for conventional mechanics and appropriateness.
8. Teach needed terms, structures, and skills when writers need them, ideally when they are ready to revise at the sentence level or to edit.
9. Offer elective courses, units, or activities that allow students to discover the pleasure of investigating questions and making discoveries about language.
10. If you teach grammar as inquiry, draw not only upon traditional grammar but upon insights from structural, transformational, and functional linguistics.
11. Become a teacher-researcher to determine the effects of your teaching of selected aspects of grammar or your students' study of grammar as an object of inquiry and discovery (2008, p.141-146).

In conclusion, research pertaining to how to teach traditional grammar supports that teaching grammar will enhance students' writings if grammar is not taught in isolation. Research from the 1960s argues that grammar instruction that is separate from writing instruction does not improve students' writings. Theory influences practice through the implementation of sentence composing: unscrambling, imitating, and combining. Research confirms that grammar is most effective if taught in the context of writing and in layers.

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